



AD 3  
OVE  
42

for High School  
*Curriculum Guide*  
for  
**SOCIAL STUDIES--  
LANGUAGE**  
(Tentative Edition)

CURRICULUM

H  
69  
A312  
1951  
gr.7-9  
C. 2

ALTA  
300  
1951  
gr.7-9  
c.2

PROVINCE OF ALBERTA  
DEPARTMENT OF EDUCATION  
September 1951

CURRGDHT

CURR

## ERRATA

On page 50, Specific Objectives should  
read pp. 86-87 of this Manual.

On page 50, Special Language Skills should  
read pp. 55-57.

Department of Education

ARCHIVES



EX LIBRIS  
UNIVERSITATIS  
ALBERTÆNSIS

---

**Junior High School**

*Curriculum Guide*

*for*

**SOCIAL STUDIES--  
LANGUAGE**

**(Tentative Edition)**

**PROVINCE OF ALBERTA**

**DEPARTMENT OF EDUCATION**

**September 1951**

## CONTENTS

	Page
Preface .....	4

### Part I

#### SOCIAL STUDIES

##### Chapter

I. The Grade Seven Course and the Total Problem .....	8
II: Techniques .....	13
III. Evaluation .....	23

### Part II

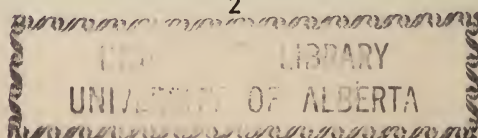
#### LANGUAGE

IV. Language and the Total Problem .....	26
V. Evaluation .....	33
VI. Sequence and Integration .....	35

### Part III

#### SOCIAL STUDIES - LANGUAGE

VII. Scope and Sequence .....	58
-------------------------------	----



# ***Acknowledgment***

This Bulletin has been prepared by the Subcommittee on Junior High School Social Studies under the guidance of the Junior High School Curriculum Committee.

## **Junior High School Curriculum Committee:**

Morrison L. Watts---Director of Curriculum (Chairman)  
A. B. Evenson-----Associate Director of Curriculum  
A. A. Aldridge-----Supervisor of Guidance  
G. F. Bruce-----Director, Correspondence School Branch  
Hugh W. Bryan-----Principal, Balmoral Junior High School, Calgary  
J. W. Chalmers-----Superintendent of Schools, Sedgewick  
E. J. M. Church-----Supervisor, Teacher Service Bureau  
D. E. Cooney-----Teacher, Garneau Junior High School, Edmonton  
A. L. Doucette-----Director, Faculty of Education, Calgary  
T. G. Finn-----Associate Professor, Faculty of Education, Calgary  
G. H. Lambert-----Superintendent of Schools, Consort  
Miss B. MacFarlane---Supervisor of Home Economics

## **Subcommittee on Junior High School Social Studies:**

T. G. Finn-----Associate Professor, Faculty of Education, Calgary  
Miss P. Weston-----Teacher, Balmoral Junior High School, Calgary  
J. H. Bryne-----Teacher, Western Canada High School, Calgary  
W. Harper-----Teacher, University Demonstration School, Calgary  
F. Wilcox-----Teacher, Balmoral Junior High School, Calgary  
H. S. Baker-----Associate Professor, Faculty of Education, Edmonton



# *P r e f a c e*

This revision of the Junior High School Social Studies contains almost the same content as did the previous course. There is, however, more emphasis on the use of pupil participation techniques and on specific objectives to be attained in each unit.

## CONTENT

Unit I of the course presented here is just as much concerned with the natural wealth of Canada as was Problem I of the course which it is replacing. But here the study begins with the occupations with which the members of the class are most familiar. In this way natural resources and resultant standards of living are related to the student's present experiences. He is able to realize that the nation includes other groups similar to his own. The economic life of his country acquires by this means a realism which was not achieved formerly.

A similar approach to Unit II, the content of which is concerned with the secondary industries, is made in a logical way by using Unit I as a background. The problem of how man increases the value of natural resources through the use of labor and the application of technical knowledge is one of immediate interest when it begins with the work a pupil's father does.

Even Unit III, which is mainly an historical unit, is presented against the modern background of Units I and II. In studying the first two units the pupil has discovered some features of life in Canada—our dual culture, the older settled East and the newer and, in some ways, still pioneer West—which will have aroused his curiosity and made him desirous of finding out how these things have come about. Thus the study of Canada's history becomes purposeful. As man can no longer take all knowledge for his province a broad understanding of the present is imperative; delving into the past serves to shed light upon the present.

Unit IV returns to the community where there is an opportunity to discover history in the making. Research in the form of actual interviews and by means of reference materials and newspaper files, where these are available, removes from our history the remoteness of purely text book study. To this region of Western Canada came certain immigrants for specific reasons and made the community of which the pupil is a part.

This may be regarded as a detail from the broad canvas of Canadian history, the pupil's knowledge of which will be enriched by this community study.

In Unit V a lack of realism may result if democratic government in the community is studied at an adult level. To make this study more meaningful to the adolescent the organization and operation of a softball team is used to demonstrate the working of democracy at the level of the pupil in a real community situation.

In presenting Unit VI it is most important to approach the problem from the present, stressing unifying forces and submerging those of a divisive nature. Thus, we approach the study of Canadians (ourselves) who have various historical backgrounds from the point of view of what each has contributed and continues to contribute to our way of life. Again we begin with the classroom and the community—with a folk dance, a song, a style of embroidery, a skirt, or a head square; a dish or a recipe; a skill, a technique, or a custom—those things which the pupils know from experience. Nor is the geographical study of the old course being discarded. It is, indeed, more meaningful because we study it to find out about the old world background of our community (ourselves).

## OBJECTIVES

In the new course objectives for each unit are listed under three headings—(1) understandings; (2) skills, abilities, and habits; (3) attitudes. This does not mean that factual knowledge is not acquired, for **generalizations are based on facts**. It is well known that facts elude the memory if they are not being used constantly. But a generalization, which is the result of reasoning, is an enduring gain which may be used in further critical thinking. Thus, in Unit I, the physical features of Canada's geography are deduced from the lives and occupations of the people, and the student draws the conclusion that physical features, natural resources, and climate affect the life of a people. In this way the problems approach and experience in critical thinking receive a new emphasis.

**Skills, abilities, and attitudes are also acquired through the study of the factual content of the course.** The ability to read and gather information would be meaningless without definite direction as to what information is to be sought. Objective No. 10, Unit III, reads: "The child should show that he has acquired an attitude of admiration for the work of the pioneers in shaping Canada as a free democratic country." Again, we see that the acquisition of this attitude grows out of the study of the content material. In other words, skills, habits, and attitudes are concomitant learnings.

"Education for democracy" has been a favorite expression for a number of years. Let us see how the threefold objectives further the work of "education in a democracy." We have acknowledged the right of the individual to equality of opportunity in the field of education and have gone some way towards realizing this by shifting the emphasis away from purely academic achievement. But many older students who have little academic bent are in our classrooms on sufferance because of the economic aspects of the problem of providing more suitable schools. We do not deny a person the right to read a book because he may not understand it completely. His desire to read the book indicates interest; his reading it will bring an advance in learning within his own capabilities. Now, in providing secondary education for the more or less non-academic student this comparison provides the key—we make sure of his interest by knowing his interests, and in judging his progress we do not forget his limitations. Nor do we deny him the opportunity to acquire the concomitant learnings upon which his adjustment to life and his happiness depend.

For the average student the understandings, skills, abilities, habits, and attitudes acquired will determine his future happiness and success to a far greater extent than will the actual knowledge used in acquiring them. The attitude that a task must be finished, that work should be done in a neat and orderly way, that we must learn to work with others, and that we must be tolerant towards the thought and way of life of others—these are needed by people everywhere and at all times. These outcomes of education, not primarily academic, must become functional with every child if we are really providing "education in a democracy."

## THE BLOCK PROGRAM

The general characteristics and advantages of the block are set forth in the **Interim Handbook for the Junior High School**. Detailed guidance for the social studies-language integration is given in Part II of this manual.

**No lock-step system is intended.** The former method of separate language teaching may still be retained, or the integration may be no more radical than having the same teacher for social studies and language. **No teacher, however, should be satisfied to continue with the isolated teaching of language until he has thoroughly acquainted himself with the range of possibilities in the integration.**

Briefly, the argument for the social studies-language block hinges on motivation. **Language** is a tool for the communication of ideas. The **teaching of language** can be no more or less compelling than the ideas which it attempts to communicate. Of all curriculum areas, the social studies deal



most broadly in ideas. Where science, for example, is concerned with investigation and conclusion, social studies lends itself to discussion. Mathematics has its own set of symbols, primarily non-verbal. Although literature has ostensibly been the partner of language, there has been little or no real integration: indeed, attempts at integration have frequently tended to destroy interest in good reading rather than to improve language skills.

**"Every teacher a teacher of English"** has been a familiar slogan for many years. It is still a good slogan. Teachers of every subject can make peculiar contributions to language learning. It is a matter of common experience, however, that **some one teacher** should carry special responsibilities and enjoy special opportunities. Such responsibilities and opportunities, as set forth in Part II, are logically those of the **social studies-language teacher**.

The introduction of the Social Studies-Language block into the school program demands certain timetable changes. An appropriate time allotment for this block is 12 periods per week, but with less departmentalization and a less rigid timetable it may range from 10 to 14 periods, according to the immediate needs of the class.

## PART I

# SOCIAL STUDIES

## CHAPTER I

### The Grade Seven Course and the Total Program

"The general objective of social education is to develop citizens who (1) understand our changing society; (2) possess a sound framework of values and ideals which indicate what ought to be, set goals for the individual and give direction to his actions; and (3) have the necessary competence—skills and abilities—to participate in group living in such ways as to make changes in the direction of the desired values and ideals."<sup>1</sup>

In Chapter VII of this booklet the suggested specific objectives are side by side with the grid for each unit. Before teaching a unit of work the teacher has always ensured that he is thoroughly acquainted with its content. **It is equally important that the teacher should know well the objectives to be achieved.** It becomes doubly important as he realizes more and more clearly that learning is a dynamic process affecting the whole personality.

A word of warning may be timely here. In those objectives that deal with understandings, it might appear logical to put the generalizations before the pupils to assure their grasp of these. But this would defeat the very purpose of the new approach. The generalizations are **to be deduced from the content** and thus give a rich and meaningful experience in critical thinking. Children in the junior high school need much help in the form of thought-provoking questions in order to be able to draw reasonable conclusions, but as they advance from one unit of work to the next, their ability to do so should be increased.

Continuity and logical order are important if one is to achieve the desired objectives and, at the same time, avoid a mere dull repetition of subject matter. The scope and sequence pattern is designed to do this

---

1. Quillen and Hanna, *Education for Social Competence*, Scott, Foresman and Company, p. 55.

by providing different fields of experience for the work of each succeeding school year. The objectives are repeated against this changing background so that the retention of generalizations, skills, abilities, and attitudes is assured.

The scope and sequence pattern appears first in the Enterprise for the elementary school. It continues as the framework of the Social Studies program throughout the junior and senior high school grades. Thus, within the area of problems arising from universal human needs, themes are selected and arranged in the order of child interest and comprehension. The scope and sequence pattern for Social Studies in each of the twelve grades illustrates this statement.

SEQUENCE: A selection of social groups and social themes arranged in order of child interest and comprehension.

One-year cycle	Grade I	Grade II	Grade III	Grade IV	Grade V	Grade VI
	Our Home	Our Neighborhood	Our Community	Our Community	Our Province	Our Country
	Our Home	Our Neighborhood	People of Other Places	How Pioneers Settled the New World	Man Learns to Use the World's Resources	Our Country
SCOPE:						
Problems arising from universal human needs.	These grades should use centers of interest from their reading program as Enterprise topics. Examples might include:					
1. Getting and preparing food.	Our Family	Our School	A. How Our Community Lives	A. How Pioneers Settled the New World	A. How Canadians Established Themselves from Sea	A. How Men Lived and Worked Through the Ages
2. Providing shelter.	We Play House	We Visit the Farm	B.	B.	B.	B.
3. Providing clothing.	Friends in Our Town	A Trip to the City	How People Live Without Machinery	How We Live and Work in the Modern World	How Alberta Provides For Her People	How Men Live and Work in Canada Today
4. Transporting and communicating.	A Birthday Party	Our Flag				
5. Guarding health, welfare and safety.						
6. Governing and protecting.	Pets	Plants That Help Us	C.	C.	C.	C.
7. Observing and conserving nature.		Animals that Help Us	How Modern Men Overcome the Obstacles of Geography	How Trading Improves Our World	How Global Patterns Affect Us	How We Control Global Patterns
8. Educating for adult duties and jobs.	Special Holidays	Workers Who Bring Us Food	D.	D.	D.	D.
9. Enjoying recreation, play, and leisure.	The Market	Community Holidays	How We Use Natural Wealth	How Brave and Wise Men Have Helped Our World	How Science Has Affected Our Culture	How Science Has Affected Our Industries
10. Expressing ideals through religion and art.						

# SEQUENCE BY GRADES

	Grade VII	Grade VIII	Grade IX	Grade X	Modern Backgrounds	Grade XII
	Development of Canadian Culture	Canada and the Commonwealth	The World Today	Ancient Origins of Canadian Civilization	of Canadian Civilization	Problems of Canadian Citizenship
SCOPE: I. Production and Distribution of Goods, Transportation and Communication.	1. How living in Canada has been influenced by the physical environment. 2. How opportunities for work have attracted many settlers.	1. The geography of the Commonwealth. 2. The problems and achievements of Commonwealth trade.	1. How environment affects living. 2. How goods are produced and marketed in our industrialized culture.	1. How geography influenced early Civilizations. 2. Influence of trade on early Civilizations.	1. Expansion of Habitable and Productive Areas since the Beginning of the Modern Age. 2. The Effect of Science on Our Economic Life.	1. Political and Economic Geography of Canada. 2. Problems of Canada's International Trade.
	3. How our early pioneers established a Canadian nation and culture. 4. How our community and/or region was settled. 5. How Canadian communities direct their affairs democratically.	3. How the Commonwealth came into being. 4. How Canadian institutions have been modelled on British institutions. 5. How Britain developed a democratic government.	3. How Canada has taken her place among the nations of the world. 4. How industry is affecting home and community living. 5. How we carry on democratic government in Canada.	3. Movement of Peoples in the Ancient and Medieval World. 4. Development of Democratic Government. 5. How the Family Influenced Early Civilization.	1. Rise of Nationalism Expansion of European Empires. 2. Development of Our Democratic Institution in Britain and the United States. 3. Social enlightenment and reform.	1. World History Since 1900, with Emphasis on Canada. 2. How Canada is Governed; Legislative, Executive, Judiciary. 3. Canadian Social Legislation and What It Means to Canadians.
III. Ideals and Individual Development; Cultural Development.	6. How Canadian culture has been enriched from many sources.	6. How Canadian culture has been affected by that of the United States and South America.	6. How our homes and communities provide for man's cultural needs.	6. The Christian Church and its contributions to our Civilization.	6. Background Cultural and Religious Developments.	6. Manifestations of Canadian Culture.



An examination of the scope and sequence chart will show that the content of the Grade VII course is concerned, as in the previous program, with Canada and Canadians. This material lends itself admirably to the pursuit of the immediate interests of the pupil—himself and his environment. In the elementary school grades the study of broad aspects of the Canadian story has paved the way for this more specific approach. The child is now ready to inquire into Canada's unique position—a country of large resources, small population, dual heritage—and to examine the problems arising out of these conditions. The study will, in turn, lay the foundation for a consideration later on of the modern problems of other countries and Canada's place among the nations of the world. (See Scope and Sequence Chart.)

## CURRENT EVENTS

No specific reference is made in the outline to current affairs. However, it is intended that **pertinent current events will form an integral part of social studies**. This can be achieved in a natural way in each unit, since our point of departure is the present and what happens today will be history tomorrow. Again, direction is needed if good use is to be made of current affairs or news. When Unit I is studied in September, crop reports are found in the newspapers. The study of Unit II will be enlivened by news concerning old and new industries. In fact, news pertinent to each unit will be available. In Grade VII it seems advisable to introduce **news which is closely related to the unit of study**. The teacher may set the pace by occasionally posting an item on the bulletin board, or there may be a news committee of which the teacher is a member. The whole class will soon be on the alert to find news which has a bearing on the work in hand, and the personnel of the committee may be changed frequently. This method does not preclude a weekly discussion period to deal with outstanding events concerning ourselves, our neighbors, or the world. It merely ensures that during the first year of junior high school the pupil will begin to develop a news "sense" which is very important to the growth of his taste in reading and to the broadening of his interests.

In current events discussions it will be well to keep three general objectives in mind. Important current events should be discussed with historical background even if the topics of this course do not include the needed historical approach. Significant events which affect the lives of large groups of people, rather than trivial incidents, should form the basis of the discussions. Finally, a study of maps should be part of this work—to find the places named in the news, and to provide a more intelligent basis for their consideration.

References—"World Affairs"

"Junior Scholastic"

## CHAPTER II

# Techniques

Of all subjects in the junior high school, social studies seems to present the greatest difficulty to teachers in the matter of techniques. For the guidance of the young teacher and the experienced teacher who still expresses concern with his techniques in social studies, the following suggestions may be of value. It must be emphasized that these techniques are suggestive and in no sense authoritative and exhaustive. They have been tested in classroom situations and are in line with the underlying philosophy of the course. Nevertheless, the versatile teacher will develop techniques adapted to the class or to his own viewpoints which may be substantially different from those outlined. **Any technique needs to be reviewed and evaluated frequently** in terms of the objectives of the course. Teachers are urged to study objectives carefully as the best means towards professional growth in the field of social studies.

### ORGANIZING A UNIT—THE OVERVIEW

At the beginning of each problem the teacher and class should spend from three to six periods on an overview of the complete unit (the words "problem" and "unit" or "unit of work" are used interchangeably). During these periods the teacher's objectives should be:

- (1) to make an inventory of knowledge that the class already possesses about the unit,
- (2) to relate the problem to the main theme and to current affairs,
- (3) to develop a bird's-eye view of the complete scope of the problem, and,
- (4) to plan a method of attack.

The usual procedure is that of teacher-directed discussion lessons. At the end of the overview one might reasonably expect a child to know the broad outlines of the problem, its significance in our world of today, and the proposed method of development.

The type of overview is, of course, dependent on the size of the class and the nature of the classroom. With reasonably large classes in graded rooms the overview might be developed in full detail on the blackboard. Through discussion and teaching, the scope of the unit as set out in the Scope and Sequence Chart could be outlined and form a page or two of

the student's notebook. In the smaller classes of the rural school the overview, though no less important, may be less extensive.

## TOPICS FOR PUPIL INVESTIGATION

Possible topics or problems for pupil investigation will probably arise from the overview. The teacher may invite the class to suggest topics and will suggest topics himself, all of which should be listed for choice when committees have been organized. A few guiding principles will assist the teacher in getting the right type of investigative problems. The Suggested Activities which form part of the grid for each unit in Chapter VI will also be of assistance here. **Topics should be clear cut and definite in scope;** they should not involve too extensive a survey. Further, **their choice should be dictated by available source material.** There is little point in assigning a topic about which the only written information available is in the pupils' textbooks.

## COMMITTEE WORK—ORGANIZATION AND EXTENT

The next step in the development of a problem is the organization of pupil committees. The formality of this procedure depends on the size of the class. With a group of three or four, the whole class may constitute a committee; in larger groups such matters as leadership, personnel, size, etc., must be considered. (Experience would indicate that the best committee size is from three to five pupils.) Each committee should have a chairman and a secretary. These committee officials may be teacher-appointed or pupil-elected; grouping of children in committees should be handled similarly. It seems advisable to change leadership with each problem and to regroup committees occasionally. In large classes committee personnel will rarely continue the same. A certain freedom in choice of topic or investigative problem is recommended for each committee.

Generally speaking a small class with one or two committees (six to eight pupils) should not attempt more than one or two topics for committee investigation throughout the entire scope of the problem. Frequently teachers of small groups attempt to do as many committee topics as would be done with larger classes. This means too much research with its resulting ineffective reporting and confusion of thought.

With larger classes there is a corresponding increase in the total number of pupil reports. A class of twenty pupils with six committees might report on six topics throughout the scope of the problem. Very rarely, as far as Grades VII and VIII courses are concerned, should any committee be

asked to report more than once in the unit. Those topics not covered by pupil investigation and reporting, become, as has been suggested, the direct responsibility of the teacher.

## PREPARATION OF REPORTS

Following the organization of committees and the choice of reports comes **the period of planning, reading, and co-ordination of material**. The division of a topic into its component parts may well be discussed by the class as a whole at first. Through such discussion during the course of the Grade VII program the pupils will see that there is a basic pattern for a report of a certain type. Following this preparatory discussion **all** the members of a committee will engage in the work of finding information. This will ensure that each member of a committee will have a background of general knowledge about his topic. Then one or two committee meetings will suffice for the allocation of responsibility. The teacher should sit in with each committee at this stage, offering any necessary suggestions. That the teacher is a member of each committee cannot be too frequently emphasized. Guidance in accordance with the abilities of the group must be given. *The teacher must accept responsibility with the rest of the committee for the success or failure of the work undertaken.*

After the planning meetings, the pupils commence research for information relevant to the topic or problem of the committee. In graded classrooms a few of the regular social studies periods may be devoted to this research phase. However, if the supply of source material does not warrant this arrangement, one or two committees may carry on research while the rest of the class devotes its time to the preparation of maps or other preliminary work pertinent to the problem. In smaller classes research reading should be done in the work periods so liberally available in rural schools. The success of these periods is directly dependent on two factors: supply of source material, and organization to facilitate the search for information. The better the library the more abundant are the opportunities for research. Even with an adequate library, however, the teacher must be prepared to assist pupils in their survey reading. This presupposes a knowledge of the books on his part, as well as the ability to give definite directions for securing information. In larger classes, teachers find a card index system with reference lists of material on various topics of great value. **Good library practice is essential.**

A child should be encouraged to read as widely on his particular phase of the research problem as possible. Too frequently children take from the first book they read information which, in their opinion, is adequate as an



answer to the problem. Part of the value in this work is that of checking one source of information against another, the objective being to develop a habit of reading the printed word with critical appraisal. Such questions as these are pertinent: What is the source of this information? What does this author say of this? How does this fact or opinion check with the one expressed here? Children should be encouraged to evaluate what they read in terms of its validity and bias. It is not suggested that judgments will be of a particularly high quality; all that one expects is the establishment of a certain discriminating quality in reading. With the quantities of printed information in the world today, much of it intended to plead special causes, it would seem that **forming habits for the critical appraisal of written material is essential training for effective citizenship.**

Certain skills are basic to success in research. Teachers of social studies who find their classes unable to find information, or to read it intelligently when discovered, should consider it their duty to give the requisite training for improvement. The ability to use indexes, for instance, is indispensable. Further, the research involved in social studies requires specific types of reading skills. Pupils should be able to scan a page quickly for pertinent information; they should be capable of determining the central thought and the general meaning of a paragraph and occasionally be prepared to read for detailed information. Many classes require intensive courses in remedial reading to assure success in their social studies. This does not imply that the research technique is at fault; rather a teaching problem is presented which must be solved before such a technique can be wholly effective.

Allied with the requisite skill of reading is that of expression. Too frequently children copy material verbatim from source books with no attempt at selection. Special training is required in summarizing material and in co-ordinating information from various sources into a piece of effective expression.

Following these periods of research reading, the committees must meet again to draw together the information they have gathered, to prepare in final form some type of committee report, to check on illustrative material and to determine the method of delivery. Small classes may do this quite informally during the period of research; larger classes will require special opportunities for these committee meetings. Here again the teacher must lend his assistance in the co-ordination of material. The success of a report is frequently determined by what is omitted rather than what is included. Children are inclined to embody all types of information whether pertinent or not, and frequently the contributions of various members may overlap. Judgment is required in eliminating material. Such decisions should be arrived at through committee discussion.



Experience would indicate the following suggestions to be significant in building good reports. No report should take longer than ten minutes to deliver; terse and pointed reports are generally more effective for teaching purposes. The booklet is a useful device as a final form for the committee's efforts. These booklets may include an attractive cover, a title page with the membership of the committee indicated, the body of the report either typewritten or in long-hand, pictures relevant to the topic, and a bibliography of the books consulted. The booklet has the advantage of serving both as a culmination of the group's activity and as a source of material for the other members of the class. The best of these may become part of a pamphlet library in the classroom, or they may be used as models for succeeding classes. **Illustrative materials such as charts, pictures, diagrams, etc., enhance the value of a report,** making it more pointed and vivid.

The actual experience of delivering the report is very important from the point of view of the individual pupil. Planning, through discussion, of desirable ways of making the delivery of the report easy and effective is essential. To strike a happy balance between reporting which sounds like a piece of memorization and that which is merely an exercise in oral reading is the aim which should be kept in view. Here again an important factor will be the use of forms of expression which the pupil clearly understands.

## DELIVERY OF REPORTS

After the committees have spent from five to eight days in the preparation of their surveys, the period of reporting commences. Generally speaking a full period should be devoted to the report of one committee. Here again the teacher must be prepared to supplement material and to direct discussion at the end of each presentation.

The delivery of a report presupposes an audience, a factor presenting a real problem for small classes. There is no reason, however, why Division II, in the rural school, may not be invited to serve as an audience when the membership in Junior High School is limited to three or four pupils. Children should have the experience of delivering reports if at all feasible. The successful report is not read. The pupil should be able to give an oral report with the aid of a few notes. In fact **all the rules implicit in good oral expression are applicable.** This type of training to a considerable extent has taken the place of what was hitherto known as oral composition.

The presentation of the entire project usually produces the best results. One effective method of group delivery is to seat the committee around

a table at the front of the room with the chairman in charge. Illustrative material should be placed on a bulletin board accessible to the reporting group. The chairman then calls on each committee member in turn for his contribution to the panel. The summary or outline of the report may have been placed on the blackboard previously. At the end of the report there should be an opportunity for questioning from the class with the chairman still in charge. Committees should be encouraged to prepare little tests on the material delivered. The class is expected to give their full attention during the delivery, to make brief notes and to participate in discussion following it. The audience must be held responsible for some knowledge of the information embodied in the report. Further, the class may be asked to evaluate the effectiveness of the report with respect to its preparation and presentation. The committee or the teacher may well give outlines but **never dictate notes**. Each member of the class should be expected to write a brief summary of the main points in his loose-leaf notebook. A very effective method of improving oral presentations such as reports, oral panels, open forums, and class discussions is the previous selection of a committee whose particular responsibility it will be to note all errors and report on them **at the conclusion**. The role of the teacher in **clarifying and summarizing information is again stressed**.

## NOTES AND NOTEBOOKS

Pupils must be **taught** how to make notes. The notebook should be the pupil's own record of his year's work. The notebook should contain carefully written and corrected essays, summaries of reading and reports, news, definitions, vocabularies, cartoons, maps, *présis* of forums, debates, and panel discussions.

Although some over-conscientious pupils spend too much time making beautiful notebooks, a good notebook is very valuable for review purposes.

## INDIVIDUAL DIFFERENCES

Teachers frequently complain that all members of a committee do not contribute equally in effort and that often the report is the work of one student only. It should be recognized that in every committee pupils will vary in ability and industry. Group activity should meet individual differences to the extent that each member contributes according to his capacity. A child, for instance, with a flair for art might elect to organize the illustrative material; another might make the booklet and do the typing. The teacher must bear in mind, however, that all children ought to be encouraged to do some survey reading. To repeat, the teacher as a member of each committee must be prepared to see that every child

participates in the work of his committee to the fullest degree of his ability. For students possessing exceptional ability, more extensive and intensive investigation and more creative thinking and doing should be encouraged. These are the potential leaders of society.

## FUNCTION OF THE TEACHER

Reference has been made throughout the above paragraphs to the part played by the teacher in the development of the problem. As suggested, he must introduce the problem through the overview, and participate actively in the planning and execution of each committee project. At the end of the delivered report the teacher should be prepared to direct discussion on the topic dealt with and to **add any additional information** that seems pertinent. He may even find it necessary if the report has not been particularly effective to **reteach the topic completely**.

The teacher, regardless of the size of the class, will need to teach constantly throughout the development of the problem. The details of the problem not dealt with by pupil investigation must be taught, and this teaching goes on while the research is in progress. There is need, as well, for **frequent reviews** of accumulated information and for **frequent discussions of the relationship of this information to the main problem**.

Pupils should keep graphs of their own progress as measured by their accomplishments in all phases of their social studies work. The study units in "Reading for Meaning", weekly spelling practice, map work, and compositions in paragraph form may each be marked so as to provide a graphical chart of progress. The pupils should take an increasing responsibility for their own progress.

How much pupil activity there should be in dealing with a problem occasions concern for many teachers. Classroom practice ranges from none to a complete development by pupil reporting. Either extreme seems undesirable. The proportion of teacher to pupil activity should be determined by such factors as the size of the class, the nature of the problem, and the ability of the class in the basic skills in reading and expression.

It is very difficult to set down exact percentages of the social studies time used for each type of procedure—formal teaching, socialized pro-

cedures, testing, etc. Successful teachers probably approximate the following:

Formal teaching .....	50%
When it is desirable to motivate a new unit.	
When material is unobtainable.	
When material is too difficult for the child's reading level.	
When teaching a needed skill.	
When reviewing or drilling.	
When summing up material.	
When the teacher has the personal background to add information that is not easily obtainable.	
When it is desirable to save time in order to cover a selected body of material.	
Socialized procedures, including—	
investigation	
reporting	
class discussions	
panel discussions	
open forums	
debates	
field trips .....	40%
Testing .....	10%

## DEVELOPMENT OF CRITICAL THINKING— THE OPEN FORUM AND CLASS DISCUSSIONS

It is not expected that pupils in Grades VII, VIII, and IX will develop any ultimate facility, accuracy, and adequacy in thinking. But despite their immaturity, their lack of comprehensive knowledge, and the complexity of social problems, pupils can be trained to recognize a problem, search for facts, form conclusions, and test their judgments. This is more difficult than in science because of the time factor, the impossibility of isolating the problem, the difficulty of securing accurate information, and all the factors of prejudice and misinterpretation. Nevertheless, pupils should develop the habit and the techniques of thinking. As their capacity for thinking increases so the the quality of their thinking will improve.

The significance of the problems approach to social studies is seen when one considers training for the development of reflective thinking. The problem is presented, facts are sought, and conclusions are tested by



various types of group discussion. Facts are undoubtedly of importance; without them no reliable thinking could take place. But the interpretation of facts is even more important and must be emphasized in the educative process. Hence the stress today on problems to be solved and fact gathering in terms of their solution. The emphasis falls on the "why" equally with the "what."

The importance of group discussion techniques is apparent when the testing of thought is considered. Probably the most useful of these techniques is the discussion lesson **directed by the teacher**. Here the teacher who strives to be effective must develop a facility for questioning that will promote good group thinking. Skilful questioning is not often spontaneous. It is the result of careful planning, having in mind both the group and the objectives of the discussion. The teacher prepares such a lesson as carefully as one involving the formal presentation of factual material. With small groups this discussion period may be informal and not always confined to social studies periods. With large classes such periods form an integral part of the development of each problem.

The **open forum** and the **panel discussion** are recommended group techniques. With the open forum the class as a whole participates under the chairmanship of a student. The panel discussion is usually confined to a group of three to six who develop the discussion before it is thrown open to the entire class. Suitable topics for forum discussions are suggested in the grid. The best type of topic is one that develops from the problem and about which considerable information has been accumulated. Pupils' attention should be drawn to the many types of forums heard over the air, most of which are good examples of group thinking. Every effort should be made to have all sides of every question considered without prejudice and without taking sides.

It should be repeated that one does not expect from a class in junior high school social studies brilliant thinking about social problems. We are primarily interested in developing a technique of thinking and in establishing habits productive of clear thought. The assumption is that the best way to learn to think well is by frequent and well directed exercise of the problem-solving process.

The teacher should note that the advantages of the socialized procedures include:

1. training in leadership,
2. development of a spirit of co-operation,



3. encouragement of clear thinking,
4. provision for self-expression.

These advantages, unless the procedures are skillfully applied and are carefully controlled by the teacher, may be outweighed by the following disadvantages:

1. superficiality—lack of mastery of factual material,
2. desultory discussion,
3. futile off-the-subject discussion,
4. domination by a few assertive pupils.

## CHAPTER III

# Evaluation

Once a school has determined its objectives and has decided upon the means through which those objectives may be achieved, it must set up ways of ascertaining progress towards the chosen goals. The process of gathering and interpreting evidence of the changes in behavior of students as they progress through school is called evaluation. Here are some points to help clarify the concept of evaluation:

1. **Evaluation must be in terms of objectives.** If the objective is the mere acquisition of information, then it would be reasonable to construct pencil and paper tests that would constitute the whole measurement program. In the Grade VII social studies program the suggested specific objectives are much more comprehensive and therefore require varied techniques. These techniques are suggested by wording the goals in terms of pupil behavior. For example, in Unit I, Specific Objective 9 ("The child should show that he has acquired an attitude of intelligent loyalty towards Canada") the teacher might make anecdotal records of instances in which the pupil showed, orally or in writing, his attitude towards Canada.
2. **Evaluation includes all the means of collecting evidence on pupil behavior.** Examples of these means are given below:
  - (a) Pencil and paper tests of facts leading to generalizations, of generalizations evolved from the facts studied, of new facts which may be deduced from the generalizations attained. These tests might include both objective and essay type examinations.
  - (b) Oral tests which evaluate not only knowledge and understanding, but skill in oral presentation.
  - (c) Anecdotal records of pupil behavior in the classroom and on the playground. The teacher writes down evidence of pupil behavior which may be indicative of his attitudes. These notes are assembled under the pupil's name. On re-reading all these notes, the teacher acquires a more objective view of the pupil's total behavior pattern.
  - (d) Time sampling. This is a technique whereby the teacher watches a student for a pre-determined period of time and records

his behavior. It is of most value when the situation is not teacher-dominated, and when the pupil does not know that he is being observed.

(e) Autobiographies, diaries, essays, letters, poems. These give evidence not only of pupil's skill in expression, but also of his attitudes, appreciations, originality, and creativeness.

3. **Evaluation is more concerned with the growth which the pupil has made than with comparing one pupil with the others in his class or the class with national norms.** Competition for "class standings" can only result in discouragement and frustration for the slow pupil, whereas the one that "stands first" may develop smugness, snobishness, or indolence. Extrinsic motivation can be dangerous. On the other hand, with proper intrinsic motivation, each pupil should be working very close to his capacity.
4. **Evaluation is a continuous process.** It should go on throughout each unit of work. No longer can the teacher afford to leave evaluation procedures until "the end of the month," or the "June examinations." Evaluation is an integral part of the teaching-learning process. Each new item of information about a pupil should result in a diagnosis of his difficulty and should suggest procedures for resolving his problem.
5. **Evaluation is descriptive as well as quantitative.** Some aspects of pupil growth cannot be expressed in quantitative terms, but are nevertheless important. The teacher must be constantly alert to question the value or meaning of a quantitative score.
6. **Evaluation is a cooperative process involving teachers, parents, and pupils.** Reports to parents should be frequent, comprehensive, and honest. They should be followed by teacher-parent-pupil conferences, as often as time will allow. In departmentalized schools there should be staff conferences of all those teachers dealing with the pupil as need arises. Pupils should be encouraged to develop objective techniques of self-evaluation. An exercise which is to be submitted to the teacher should first be compared with a previous similar piece of work. In the case of a map, the pupil will compare neatness and accuracy of detail. In the writing of a paragraph he will try to assess the strength of opening and concluding sentences and to determine whether or not he has achieved a desirable variety of sentence structure. The comments of the teacher on previous exercises will serve as a guide to the pupil in such self-evaluation.

**7. A good evaluation program should lead to:**

- (a) Adaption of the social studies program to the needs of the class and of the individuals in the class.
- (b) Closer relationship between home and school.
- (c) Greater emphasis on the attainment of specific objectives.
- (d) Better understanding of the objectives of the social studies on the part of the public.

**REFERENCES FOR THE TEACHER**

1. Quillen and Hanna, **Education for Social Competence**, (Chicago), Scott Foresman, 1948, 572 pp.
2. Wood and Haefner, **Measuring and Guiding Individual Growth**, (New York), Silver Burdett, 1948, 535 pp.

## PART II

# LANGUAGE

### CHAPTER IV

## Language and the Total Program

### TEXTBOOKS

Words and Ideas, Book I

Pupils' Own Vocabulary Speller, Book 3

or

My Spelling, VII

Reading For Meaning, Book 7<sup>1</sup>

### A FLEXIBLE PROGRAM

Neither the block program nor correlation within it is mandatory. Within the limits of the administrative arrangements of their schools, teachers are at liberty to teach language and the social studies separately. For those who wish to do so, the materials of the authorized texts constitute the language program.<sup>2</sup>

It is expected, however, that all teachers will give careful reading and much thought to the suggestions and proposals of the following pages. It is also hoped that all will be encouraged to attempt at least some degree of correlation. Indeed, it seems clear that the best teachers have always done this—either by combining the teaching of language and other subjects, or by consultation with teachers of other subjects. Teachers who are willing to experiment further will find their opportunities within the block, using communications in the social studies as language laboratory materials and as strategic points of departure for specific language teaching.

Chapter VI of this manual, **Sequence and Integration**, has been devised as concrete guidance. It too is suggestive rather than prescriptive. Teach-

- 
1. This book should be used when, in the opinion of the teacher, the reading abilities of the children are so low as to warrant a special remedial program in reading.
  2. In the integrated program, practice in speaking and writing will come primarily from communication needs in the social studies. Teachers concerned with a separate language program will find insufficient suggestions for specific oral and written themes in WORDS AND IDEAS, and will therefore need to draw topics from the general needs and interests of their students.



ers may, if they wish, follow it in detail—at least for the first year. Or they may regard it simply as a sample of the possibilities of systematic integration, developing their own plan or sequence.

## LANGUAGE AND THE SOCIAL STUDIES

The integration of language and the social studies is a recognition of the need of functional rather than formal language. The question, "Is it correct?" is not enough. It is not even basic. Since language is primarily a means of communicating ideas, the essential question is, "Does it say what I mean?" Clarity, precision and fluency have evidently not been adequately achieved through the teaching of grammar or by restricting the language program to the channels of literature and composition.

In seeking the cause of this inadequacy, more and more teachers are coming to the conclusion that the isolated teaching of English as a "subject" is much to blame. Research has shown that effective learning in any area depends on a strong will to learn in that area. It depends, in short, upon the motivation—upon interest, purpose, need. This means that language instruction—to be effective—must relate to the immediate and expanding requirements of the child. These needs are centred in school and community life. The broad field of the social studies, therefore, would seem to provide the best area for the study and practice of language communication.

The improvement of communication, however, should not be the only benefit obtained from the integration. The social studies will gain as much as English. Just as the child may be expected to listen, speak, read and write better when these operations are carried out for specific and compelling rather than "let's pretend" purposes, so the ideas which he gains and exchanges with others may be expected to improve in quality, breadth, and precision.

The integration does not require the suppression of such grammatical labels as noun and verb (to give common examples), but rather that the student use them as means to the improvement of his expression. When formal lessons are taught it will be to fulfill an immediate lack in his ability to express himself, and the work will be enlivened by his own use of a language tool in which he not only requires but desires to be proficient. The social studies-language teacher will thus be responsible for the development of language skills and abilities, so that pupils will learn to communicate both orally and in writing to their own satisfaction and that of others. This responsibility will frequently involve specific language teaching, and the provision of specific practice in particular phases of all the com-

munication skills (in writing, for example—sentence structure, punctuation, spelling).

In fact, the opportunities for practice in composition need be limited only by the requirements and interests of the pupils. Class work in composing written reports, whether in summary or paragraph form, will be valuable at the beginning of the term and at intervals as progress is made from one unit of study to the next. Students soon appreciate the desirability of having a good topic sentence, an orderly arrangement of ideas, and a forceful conclusion. One of the best ways to learn to construct such a paragraph is in a class discussion about a specific subject. The content material of the paragraph comes from the social studies lesson. In preparation for the language lesson, this material may be reviewed and set down briefly in pencil notes or on the blackboard by one of the pupils. Then follow discussion and decisions about the arrangement or order in which the ideas are to be combined to form a paragraph. One pupil suggests an opening sentence. Others criticize it constructively. Agreement is reached when the sentence satisfies the group. The rest of the paragraph is built by means of similar joint effort. Students quickly absorb the benefits of such collective thinking and become conscious of the composition process. The search for a different word in order to avoid repetition, for variety in sentence structure, for vivid and vigorous expressions are all evidence of the growth which can be achieved by such a method.

While detailed proposals and samples of instructional techniques are to be found in Chapter VI, the following account of the making of a **class summary** provides a preliminary illustration of one of the many ways in which social studies materials may be used to develop effective expression. The materials below are drawn from the final unit (6). However, with less use of formal names, the approach would be the same for similar work at almost any time during the term.

The lesson began with a discussion of **French contributions to Canadian life**. From this discussion came a list which included stories, poems, songs, people, industry, language. The **Canada Book of Prose and Verse** was referred to for the first two items in the list. It was agreed that some French-Canadian folk songs are rather widely known throughout our country. Next, the class turned to a consideration of people—those now living as well as those of the past. It was noted that our present prime minister, Mr. St. Laurent, is making a contribution in public life; a brief review of the French period in Canadian history (studied in Unit 3) brought to mind the work of Champlain, la Verendrye and others in the development of Canada. Then, after going to the map to find French place names, the class discussed broader aspects of the language contribution. Finally, drawing from

the history unit, pupils agreed that the French deserve credit for carrying on agriculture and lumbering as part of the early development of the country.

The language lesson follows.

Point 1: The pupils were familiar with the poems of W. H. Drummond. One suggested the sentence, "William H. Drummond has given us many poems of habitant life." When it was noted that Drummond himself was an Irishman who had spent some time in Quebec, another child suggested adding the subordinate clause, "because he was inspired by their spirit and endurance."

Point 2: The story of Chapdelaine making land (Grade VII Reader) was spoken of next, the author's name being noted. It was learned that Hémon's book is simply and well written. A pupil offered, "Louis Hémon wrote stories of the early French settlers which are enjoyed by many people." Since it was felt that this sentence did not show the quality of the book clearly, the class decided to change the subordinate clause to read, "which are enjoyed by people who have good taste in reading."

Point 3: Speaking of life in Canada today a member of the class remarked on the use of two languages in much advertising. From this grew the sentence, "Canada has two languages." To it was added the phrase, "the first being French and the second English"—in order to show which was the language of the earliest settlers in Canada.

Point 4: Mention of French-Canadian folk songs led to the sentence, "A favorite folk song which comes from the French is *Alouette*."

Point 5: An examination of the map of Canada elicited the information that "Many place names in Canada are French." It was decided to use the adjective Canadian instead of the phrase "in Canada," and to give examples by adding the clause, "some of which are Portage la Prairie, Grande Prairie, and Rivière du Loup."

Point 6: A student said, "Mr. Louis St. Laurent is a French-Canadian." Class discussion led to the addition of "Our present Prime Minister" to the beginning of the sentence.

Point 7: A number of students remarked that early French comers to our country had made important contributions. One said, "Jacques Cartier discovered Canada." This sentence, which did not give enough information, was changed to read, "Jacques Cartier, the discoverer of Canada, was born in France."

Point 8: Another student remembered: "La Verendrye explored the West." Since this did not show his contribution to ourselves as westerners, it was decided to add the phrase, "thus opening the way for the early settlers."

Point 9: Still another contribution from the study of early Canadian history was, "Radisson and Groseilliers helped to form the Hudson's Bay Company." The subordinate clause, "which is today a great company," was suggested as an addition. Another child wished finally to add the phrase, "across Canada."

Point 10: Some reference to other French contributions to Canadian industry was felt to be necessary. The sentence suggested was "Frenchmen made the first lumber business here a great success." As stress had been laid on the fact that the French who came here became the first Canadians, one pupil offered the phrase, "the men born in France," and still another wished to add the adjective "husky" to modify the noun "men."

(The lesson ended at this point, as research was needed to find the contributions of French-Canadians in the fields of art and music.)

The teaching of language, as shown here, is a part of the class work, based on the content material of the course. As the units succeed each other the groundwork is laid before formal names are used. Nor is there any suggestion that the work is taught in one month and then set aside to make room for the next unit's work. The teaching of language is a cumulative process.

## Creative Writing

Although the stress here is upon language as a factual communication skill, opportunities for creative writing may arise naturally from the social studies content. It may be the preparation of a radio script woven about some dramatic incident, the telling or writing of a story which enlivens historical data, or the preparation of a letter in which one wishes to convey a business message with pleasantness or even a touch of humor. Pupils may look upon such adventures in writing as opportunities both to prove and advance their skill in the use of language tools. There is also the essence of creative work in the reorganization of experiences which often form a part of both oral and written social studies reports. Creative writing is not a primary objective of the social studies-language program, but when the content suggests it, such writing is grist for the teacher's mill.



## Language and Literature

The study of literature, for so many years associated with the study of language, is not included in the present social studies-language correlation. The curriculum committee's view is that literature should be given the status of a separate subject, or placed in a block with health and personal development, dramatics and/or art.

With respect to language, there can be no doubt that some study of the techniques and modes of expression of good writers will be of value to pupils at the junior high school level. But the following cautions are offered:

1. The characteristic needs of students are not belletristic or "arty," but practical; the primary concern is not literary polish, but clear, objective expression. By the same token, the expressional patterns with which students need to become familiar are not formal and classic, but primarily informal and modern.
2. The term **literature** in its broader sense now implies much more than a body of approved literary (written) expression. Modern media of communication have returned us in part to the ear-mindedness of previous generations. With radio and film as well as book and periodical, much of our "literature" is spoken and heard (and even seen) as well as written and read. Hence a realistic study of effective expression must be substantially concerned with speech patterns and techniques.

The above implies little relationship between a "course" in literature and the language program. It does, however, suggest the need (within the language program) for a study of good current expression wherever it may be found: in books, magazines, newspapers, radio, film, records.

## Specific Language Teaching

Language teaching and learning will, of course, extend beyond the correlation itself—no matter how intimate this may be. The fact that social studies can be used to vitalize language learning should not obscure the fact that language, both as a tool and as an art, is basic to almost every field of human experience. Its significance is **general**. Whatever the point of departure or the point of application in a specific field, there is need for the study of language as such.

This study will in very many instances follow from social studies activities, opportunistically—in short and sharp language lessons.

The series of correlations beginning on page 36, however, cannot hope to touch on all the purposes for which we use language. There are other in-school experiences, other subject-matter fields, to which the language teacher must obviously refer. And there is the vast out-of-school world of personal and social experience which the classroom must at least attempt to reflect.

This means that language learning must be generalized beyond specific correlations in terms of the language sequence offered by the text, WORDS AND IDEAS. **Study and Discussion** sections at the ends of chapters will not only make many of the broader applications here urged, but suggest many others as well.

## CHAPTER V

# Evaluation

It need hardly be said that much of the evaluation in the social studies-language block will be conjoint. The idea is frequently indistinguishable from its expression. Attitudes as well as information are manifest verbally.

But just as there is frequent need for the teaching of language as language, so there is need for evaluation in the same terms. The aim of the block program is not to fuse social studies and language disciplines, but to exploit their interrelationships. It is essential, then, that there be separate evaluation of the language skills. Such evaluation should be **continuous**, **informal** (with perhaps formal check periods at intervals determined by the teacher), and **cooperative** (with both teacher and student discussing needs, achievement and progress).

"Marks" and percentages, obviously, are of little benefit in this kind of evaluation. What students need to know is where their strengths and weaknesses lie. They also need to know how their achievement levels relate to those of other members of the class and, in a general way, how satisfactory these levels are.

The achievement and progress chart reproduced on page 34 offers one means of making the necessary information graphic and compelling<sup>2</sup>. Frequently teacher and student together should estimate the student's proficiency. (The ratings from 1 to 5—low to high—are **relative** within the class.) Differences in rating between teacher and student should be settled by frank discussion and by the most objective possible reference to the student's performance in the skills. Once the student recognizes that the purpose of such evaluation is not to provide a "mark", but to point the way for improvement, he will be interested in an accurate diagnosis rather than in rating himself as high as possible.

When all points have been decided upon, connecting lines provide the student with his language profile. Different colored pencil or ink should be used from time to time, so that progress or modification can be noted.

---

2. It is suggested that each student reproduce this chart for his own use, or that the school mimeograph a supply for all students. Between check periods they might be filed by the teacher or—perhaps more purposefully—retained by the student for his special direction.

If, as is probable, the chart proves to be a sufficiently popular instrument, the Department of Education will print a supply for general distribution.

Name \_\_\_\_\_

Class \_\_\_\_\_

# COMMUNICATION SKILLS

## Achievement and Progress Chart

SPEAKING	1	2	3	4	5
<b>Manner:</b> brightness, directness, sense of listeners	----	----	----	----	----
<b>Voice:</b> clearness, pleasantness, forcefulness, pronunciation	----	----	----	----	----
<b>Word Usage:</b> exactness, force, respectability	----	----	----	----	----
<b>Ideas:</b> (1) interest, reliability (facts)	----	----	----	----	----
(2) organization (orderliness, subordination)	----	----	----	----	----
<b>WRITING</b>					
<b>Form:</b> legibility, neatness	----	----	----	----	----
<b>Mechanics:</b> punctuation, spelling, capitalization	----	----	----	----	----
<b>Word Usage:</b> exactness, force, respectability	----	----	----	----	----
<b>Ideas:</b> (1) interest, reliability (facts)	----	----	----	----	----
(2) organization (orderliness, subordination)	----	----	----	----	----
<b>LISTENING</b>					
<b>Manner:</b> attentiveness, general courtesies	----	----	----	----	----
<b>Concentration:</b> accuracy, remembering	----	----	----	----	----
<b>Responsiveness:</b> thinking, appreciating, criticizing	----	----	----	----	----
<b>READING</b>					
<b>Mechanics:</b> speed, word recognition	----	----	----	----	----
<b>Concentration:</b> accuracy, remembering	----	----	----	----	----
<b>Responsiveness:</b> thinking, appreciating, criticizing	----	----	----	----	----



## CHAPTER VI

# Sequence and Integration'

A close scrutiny of the language sequence of the text, **WORDS AND IDEAS**, will reveal some areas of language study which quite naturally complement or supplement certain of the social studies units. These **areas of specific relationship** are as follows:

LANGUAGE		SOCIAL STUDIES
<b>Chapter I - IV</b>	and	<b>Unit 1</b>
Language as a system of symbols based on experience		Geographic, occupational, and cultural experiences of Canadians
<b>Chapter XI</b>	"	<b>Unit 4</b>
Family and community influences on language patterns		Community growth and customs
<b>Chapter XVIII</b>	"	<b>Unit 5</b>
Group discussion		Democratic processes

Other language areas, while bearing no specific relationship to particular units of the social studies program, may be studied and practiced with any one. In order to ensure systematic coverage, they are **associated** (sequentially, except for Chapter XV) as follows:

Spelling (XV)	with Unit 1
Parts of speech (V), Organization of ideas (VI)	" Unit 2
Sentences (VII), Clauses (VIII), Phrases (IX), Punctuation (X)	" Unit 3
Verbs (XII)	" Unit 4
Pronouns (XIII)	" Unit 5
Adjectives and adverbs (XIV), Speaking and writing (XVI), Reading and listening (XVII)	" Unit 6

Finally, there are **special language skills** — techniques which can profitably be studied whenever and as often as students need guidance

---

1. As used in this bulletin, **integration** denotes a high degree of correlation; the word **correlation** is a general term covering varying degrees of association between—in this case—language and social studies.

in them. These are group discussion (XVIII), summaries (XIX), and reports (XX).

It should again be emphasized that there is nothing prescriptive about the above division of the language program into areas of specific relationship, associated areas, and technique areas. Nor is there anything inevitable in the correlations suggested—especially the associated areas. **There is, however, merit in systematic planning.** Whatever the sequence or correlation, it should not be a haphazard one.

Even the most systematic arrangements, however, should not suggest the laying aside of any phase of language teaching as "finished business." Certain portions of the text (for example, punctuation or the special techniques) may need to be returned to many times during the year. The **handbook** qualities of the text, together with its logical sequence, make it especially suitable for this purpose.

Detailed proposals and suggestions follow.

#### WORDS AND IDEAS:

Chapter I: What Language

Was and Is

Chapter II: Words as  
Symbols

Chapter III: Words and  
Experience

Chapter IV: Words and  
Feeling

Chapter XV: Spelling

#### SOCIAL STUDIES UNIT I:

8 weeks

How Living in Canada Has  
**Been** Influenced by the  
Physical Environment

A survey of Chapters I to IV (inclusive) of the language text will show that these are quite properly a social studies unit in themselves. The theme is **language as a social process**: "Words—what they are, and what they can do **for** us and **to** us." Words are for **communication**, a two-way process. From them comes "our feeling of 'togetherness'—whether in the family group or as a nation." "**Communication** and **community** are one word. Communication arose out of the experiences of human beings interacting among themselves and with their physical environments.

The above theme, however, bears a specific relationship to Social Studies Unit I. This relationship is most explicit in Chapter III. ("Coal," said a little girl, "is what you use for Christmas trees.") The entire **study and discussion** sections of this chapter points up—in terms of thought, communication and human relations—the very things about which students

have been studying in the social studies unit. The latter is concerned with the influence of the physical features, resources, and climate of Canada on the lives of the people. The language sequence is concerned with the denotative and connotative (value) symbols of people in various physical, occupational and cultural situations.

Such language study finds an interesting and compelling field of application in the social studies unit. What, for example, is the meaning of **range country, timber line, the Fundy tides**? What do they denote? But more important still, what do they connote—what is their affective significance in the lives of those for whom they constitute a major phase of experience? The significance of **prairie, forest, wave or crag** is different for those who have and those who have not lived intimately with the things they stand for. **Coal mine** means one thing to the child who checks it in his dictionary, another and a thousand more things to the child whose father descends the shaft daily.

Just as the social studies unit attempts to provide the **factual** basis of broader understanding, so the study of words as symbols should promote **imaginative** understanding. What is proposed above, therefore, is no mere exercise in vocabulary building, but broader human sympathies through the development of a community of thought and feeling.

In view of the specific relationship existing between Chapter III (Words and Experience) and the social studies unit, the teacher might reasonably introduce the year's language study with this chapter—following with Chapters I, II and IV. There would seem to be some point, however, in observing the sequence of the text. First, it has been planned and written **as** a sequence. Second, by deferring the study of Chapter III until, say, the fifth week, students will have a background of social studies information which will obviously permit them to make broader language applications. Third, there are many points in the earlier chapters which invite cross-reference with the social studies unit. Chapter I, for example, develops the **communication-community** concept, and extends it in #1 of the **Study and Discussion**. Chapter II, #1 opens up the study of symbolism in provincial coats of arms (some of it quite obvious—the ship for New Brunswick; the buffalo for Manitoba; wheat for Saskatchewan; wheat, plains, foothills and mountains for Alberta). #9 should suggest an interesting survey of local and national place names (and the extent to which they do or do not symbolize accurately the physical qualities, and the historic or other associations of the areas they designate).

**Understandings** of primary importance in the first four chapters are as follows:

Language is a basic factor in man's progressive control of his thought processes, his communication, and his physical environment.

Modern means of communication have a powerful influence on our lives, and on our relations with one another.

Words are only symbols for things and ideas.

The meanings of symbols vary with the experience and feelings of those who use them.

The above understandings should be used to promote **an appreciation of the need to use words as accurately as we can, and a sensitivity to clear and vivid expression in all phases of communication.**

There will, of course, be ample opportunities in the social studies classes to foster many of these understandings. The value judgments which students make about people, things and ideas (**good, bad, etc.**) will invite examination. Vague or abstract or ambiguous diction, sloppy or non-objective reasoning will come up for criticism. The need for words of precise denotation in describing a product or a process, the force of words of broad connotation in describing a philosophy or a way of life, the inciting effects of emotionally loaded words—most of these will challenge attention and discussion again and again not only in Unit I but throughout the program.

Chapter XV, Spelling, is associated with Unit I. This is not because spelling is more relevant to Unit I than to any other unit of the program (nor, indeed, to the social studies more than to other in-school or out-of-school activities which involve written expression), but because **it is important to establish a purposeful attitude toward spelling at the very beginning of the year.**

Chapter XV will help to establish such an attitude. It is, essentially, a pep talk, emphasizing the following points:

1. While much of our English spelling is difficult or awkward, we must learn to spell within the limits of correctness set by respectable writers.
2. Although correct spelling is harder for some people than for others, we can all learn to spell if we are determined to do so.
3. We must go about improving our spelling systematically.



Two main procedures are suggested. The first of these is the use of a good spelling book. The second is the keeping of individual word lists by each student, including (a) new words, and (b) familiar words of peculiar difficulty.

**It is recommended that Alberta teachers encourage the use of both these methods.**

A spelling text is required: **The Pupils' Own Vocabulary Speller, Book 3, My Spelling, VII, or Canadian Speller.** The weekly program should be carried out as set forth in the manuals for these books. This means the scheduling of a certain number of minutes for this work daily.

The students' personal spelling lists (words with which they experience individual difficulty, and new words which they meet in various school subjects and in their reading) should be built up when inadequacies are noted or as the new words appear. Teachers can promote this individual program by providing both general and specific opportunities for students to make entries in their lists, and by checking the lists from time to time. It would therefore seem best to keep such lists in a separate spelling book, accessible at all times.

These lists should form a basis for study and practice, presumably during the daily spelling period. Rules or generalizations about spelling found in the text should be applied to and tested against words of the individual lists.

Teachers are cautioned, however, against undue reliance on spelling rules. (Spelling facility is more securely a matter of audio-visual patterns.) Teachers are further cautioned against excessive requirements in the re-writing of words. Students should **say** difficult or new words (to get the sound), and **write them two or three times** (to fix their appearance). Writing the word many times (more than three or four) may result in a kind of mechanical over-learning which will render it more, rather than less liable to misspelling.

The important thing, of course, is that students should be able to spell words correctly in context. While the research on learning to spell is by no means conclusive, it is a fact that many students spell correctly in lists, but not in context. (The reverse is also true.) The student's spelling performance in the social studies and other school subjects, therefore, will provide the best indication of his facility.

The different kinds and levels of difficulty experienced by individual students in learning to spell must be recognized. Some learn with the greatest ease, others with the greatest difficulty. While research suggests that



all can learn to spell, different students will require more or less time, help, and encouragement.

WORDS AND IDEAS:

Chapter V: The Kinds and  
Uses of Words

Chapter VI: Organizing Our  
Thinking

SOCIAL STUDIES UNIT 2:

5 weeks

How Opportunities for Work  
Have Attracted Many  
Settlers

The study of Chapter V, The Kinds and Uses of Words, should be preceded by some preparatory work (indicated below). While this preparation is in progress, the class will find the study of Chapter VI, Organizing Our Thinking, a valuable introduction to Social Studies Unit 2. The arrangement of ideas in describing a process of production is of course not quite the same as learning to arrange less concrete ideas, but the concept and habit of organization will be formed more readily with the help of this systematic study. Then as each process of manufacture is presented in report form, the content material can be organized in a written paragraph, sometimes by the class working together, sometimes by individual effort.

The specific language objective here is the understanding that **the organization of related ideas is a necessary part of effective expression**, together with **the application of this understanding** to social studies and other materials. Chapter VI can be used for evaluation purposes at regular intervals, both to detect weaknesses in pupils' work and to confirm their opinion that a piece of composition has been well done. (The results of investigations might be frequently preserved in summary form as suggested in No. 2, **Study and Discussion.**)

Meanwhile the work in anticipation of Chapter V should proceed. Its aim: **the ability to recognize and to use with maximum effectiveness words which have the function of nouns, verbs, adjectives and adverbs.** These four parts of speech should be introduced one at a time so that each concept is clearly established and confusion is avoided. The process should be cumulative: when the verb is introduced the noun must not be forgotten. As each concept is grasped, the specific term (noun, verb, adjective or adverb) should replace the more general "word." For example,

Can I use another **noun** here to avoid repetition or to give a clearer idea? Is there a **verb** which describes the action more precisely? Do I need an **adjective** (or an **adverb**) to give more meaning to the **noun** (or the **verb**) I am using?

Following are some concrete suggestions based on procedures which have met with success in the experimental program. While the timing of

social studies content to meet language skills will probably not be the same in any two classes, the language activities required at this time for Grade VII pupils will follow similar patterns.

As the manufacturing of farm products is discussed and the material organized, name words or **nouns** pertinent to this study may be listed on the blackboard: food, butter, cheese, flour, cereals, leather, sugar, soap, glue, cloth, wool. Practice in using nouns can be based on the above kind of list. One exercise involves questions on social studies content (actually an objective test), in which students are asked to underline each of the name words used. The teacher should assist at this stage by underlining the name words in the questions and in other blackboard work.

What **factories** in **Alberta** manufacture **products** from **grain**?

Name four dairy **products** which are derived from farm products.

After **sugar** is made, what are the **uses** for beet **pulp**?

What **materials** are used in the **tanning** of **leather**?

What **part** of an **animal** is used in the **manufacture** of **glue**?

A soap **factory** might be located near what other **industry**?

Someone may point out that the teacher has failed to underline the words **dairy**, **farm**, **beet** and **soap**. This provides an opportunity to stress the fact that the function of a word is determined by its context, that a noun is only a noun when it is used to name something. The words **dairy** and **farm** here tell what kind of products we are talking about; the word **beet**, in the same way, tells the kind of pulp; the word **soap** tells the type of factory. This explanation, which may be elicited from the class by questioning, not only clarifies the noun concept but paves the way for future understanding of the adjective.

As the study of the unit progresses, many more nouns will be encountered and used. A new fact will soon be discovered about this part of speech: such words as **factory** and **cannery** have an exact meaning for which it is difficult to find synonyms. When summaries of manufacturing processes are being made, it will be interesting to see what nouns the pupils are able to substitute for these and similar words in order to achieve the desired variety in their expression.

From previous study and observation, pupils of course know that some nouns begin with small letters, others with capitals. They will now readily grasp the difference between a general name and a particular name: that is, between a common noun and a proper noun. The use of capitals for proper nouns is important in correct spelling. A list of proper nouns may be gradually assembled on the blackboard as they are encountered in the

social studies. The pupil will note that when such words as **river** and **valley** are associated with a proper name, they also are capitalized.

When the teacher feels confident that the concept of the noun is reasonably well established, the verb may be introduced. As the pupils formulate sentences to summarize what they have learned, the teacher should underline the statement words on the blackboard. For example,

Many different products **come** from crude oil.

These **include** fuels, lubricants, and wax.

They **call** the process of separation "cracking" the oil.

Different temperatures **cause** the various products to be released.

"High test gasoline **requires** the highest temperature.

The students will observe that each of the underlined words is a statement word or **verb**, and that each sentence contains one. The importance of the verb in conveying ideas can be readily appreciated when the sentence is read without it.

Students may then be encouraged to collect a list of verbs associated with manufacturing processes: manufacture, make, refine, produce, pack, spin, weave, tan, prepare, smelt, build, grade, mill, mine, glue. (Some of these words were, of course, previously recognized as nouns.) They may further be asked to use such words as **grade**, **mill**, **mine** and **glue** in two different sentences—first as nouns, then as verbs. Later, in class summaries of manufacturing processes, they may be asked to underline both verbs and nouns, and to check the correctness of their judgments.

All the sentences used in these suggested exercises are simple sentences and the verbs consist of one word. More difficult examples presented too early in language study may cause confusion. The objective here is to develop a consciousness of words performing a special work or function.

The introduction of **adjectives** and **adverbs** as parts of speech may be accomplished by means similar to the above. For example, as reports on the manufacturing of products from lumber are presented to the class, nouns pertinent to the topic may be listed on the blackboard: boxes, furniture, lumber, matches, props, poles, posts, pulp, paper, rayon, ties, toothpicks, toys. The content material of this section of the unit will suggest describing words to be placed before these nouns to give information about the thing named: wooden, paper, heavy, smooth, sulphur, mine, telephone, fence, railroad, painted, silky. This practice will help to confirm the adjectival function as that of enhancing the definitive or descriptive quality of the noun. As their work progresses, students should be shown that not all nouns are improved by the use of adjectives.

In arousing awareness of the adverb, sentences like the following may appear on the blackboard as an introduction.

The machine **quickly** prepares the fish for canning.

Thousands of cans of salmon are produced **daily**.

A conveyor belt carries the tins of fish **outside** to the packing room.

The underlined words will attract the attention of the pupils. They will understand that the word "quickly" tells **how** the machine prepares the fish. Similarly, the word "daily" tells **when** the quantity of salmon is produced. "Outside" tells **where** the tins of fish are carried. The students will note that two of the adverbs end in **ly**. The third will indicate that this ending, although very frequent, is **not** in the nature of the rule.

Each of the above adverbs is associated with a verb. Other examples should be brought forward to show the adverbial function with adjectives and other adverbs.

A useful exercise now will be to examine a paragraph (in a social studies book or in a story which the class is reading) to discover the use of adverbs in effective expression. A list of common, useful adverbs might be compiled: soon, now, then, immediately, slowly, quickly, quietly, eagerly, barely. Pupils will find pictorial verbs and adjectives which do not need qualification.

The emphasis throughout should be on interest and exactness. It should always be borne in mind that the recognition of a part of speech is only instrumental. Its purposive use is the true objective.

When the class has thus built up a body of knowledge about the four main parts of speech, Chapter V of WORDS AND IDEAS should be used as the basis for organizing this fund of information. The **Study and Discussion** can now be approached with confidence and, indeed, enjoyment—for children do enjoy working with words when they understand what they are doing.

Since conjunctions and prepositions (as involved in clauses and phrases) receive detailed treatment later, Chapter V barely introduces them. However, during the course of Unit 2 the teacher can, if he wishes, do much to pave the way for later study. Attention may, for example, be directed to such sentences as the following:

When sugar beets reach the factory, they are washed thoroughly.



Here two ideas are combined to make an interesting sentence. The class should be on the watch for similar sentences, with a view to noting the various joining words used. Soon they will have a list of the common ones: when, while, until, because, as, if, when, where, although, since, so that. When they have been led to note that in sentences which use these words one idea is more important than another, a useful type of exercise is to give pairs of simple sentences which the pupils combine by subordinating one of them.

Asbestos is mined in Quebec. Fireproof goods are manufactured there.

Glass can be manufactured in many places. Glass making requires sand and soda-ash.

Gold and platinum are not in common use. They are precious metals.

The study of prepositions may be similarly anticipated by noting such phrases as **in Quebec, in many places, in common use**. With phrases as with clauses, the emphasis should be steadily on thought groups as indicated by the last set of examples in No. 7, **Study and Discussion**, Chapter V.

Experience in recognition of parts of speech and word groups will now include principal and subordinate thoughts, joining words, nouns, verbs, adjectives and adverbs.

The advantage of short practice exercises given regularly is that the principle of frequency is observed, enthusiasm is preserved, and mistakes and misunderstandings are checked at once when the child knows how he came to make them.

#### WORDS AND IDEAS:

#### SOCIAL STUDIES UNIT 3:

Chapter VII: Thinking in

10 weeks

Sentences

How Our Early Pioneers

Chapter VIII: Using Clauses

Established a Canadian

to Show

Nation and Culture

Relationships

Chapter IX: Using Phrases

to Show

Relationships

Chapter X: Punctuating

Sentences

The above chapter titles indicate clearly the basic aim of this unit:



to promote **facility in the use of sentence and sub-sentence units (clauses and phrases), and of punctuation marks as aids to clear expression.**

Most students reach the Junior High School with substantial understanding of the **sentence**. This understanding will of course have been furthered, informally, during the progress of Units 1 and 2. Chapter VII may thus be used when Unit 3 is introduced. In No. 3 of **Further Study and Discussion** a method for testing sentences is suggested. Since this item presents a more liberal point of view than most students are likely to have experienced, repeated reference to it will no doubt be necessary. The remainder of the section provides many valuable insights and helpful language practice.

Meanwhile the material of the social studies unit—once it has been reported by the pupils or presented by the teacher—warrants careful study. The method of study and review suggested here is to use the content material for a variety of language practice. Nothing can be lost by this procedure, which is at least economical, and which may serve social studies purposes as well.

One device is a weekly quiz—five or six questions of the following type:

Why were the fur traders required to build settlements?

Why did French settlements in Canada grow slowly?

Where did Champlain plant the first permanent colony?

Obviously, the first two questions can be answered meaningfully by means of subordinate ("Because . . .") clauses, the third by a phrase ("On the St. Lawrence."). It should be emphasized, however, that such answers are acceptable only because they complete the sense of the question, **which they immediately follow**. Here is a further application of the **sentence** criterion noted above: (Here too is a further opportunity to anticipate the study of phrases and clauses.) A useful follow-up, from time to time, is to incorporate the phrase or the clause in a full sentence statement.

Another device is the true-false test—pupils marking subject and predicate as well as describing the facts as true or false.

Still another device is a set of incomplete sentences bearing on any

division of the unit—the pupils being asked to complete the thought and mark the subject and predicate. For instance, on Royal Government—

The three officials of Royal Government . . . . .  
. . . . . appointed an intendant or business manager.  
. . . . . was in charge of education and religion.  
. . . . . divided the land into parishes.  
The regular courts of justice . . . . .  
One of the faults of Royal Government . . . . .

The **clause**, unlike the sentence, is a relatively new concept for Grade VII students. It has been suggested that the groundwork be laid during the study of Unit 2. In any event, since Chapter VIII introduces the study of clauses very simply, all pupils should be able to use it with Unit 3. They should also be ready to study and use the second section of the chapter, which deals with coordinate conjunctions.

Careful study during Unit 3, however, should precede reference to the section of Chapter VIII on relative pronouns. Here again a good approach is to make use of the pupils' own material. For example;

"The United Empire Loyalists were people who refused to fight against their king in the American Revolutionary War."

Students easily detect the two thoughts involved here, one principal and one subordinate. When they isolate the subordinate clause, they will discover that the word **who** is not quite like the subordinate conjunction: it joins, but in so doing it takes the place of the word **people** in the principal clause. They will soon find and make sentences using other **relative pronouns**. The term itself can be introduced early, as it is a logical explanation of the function of the word. The material in Chapter VIII may then be used for organization and practice.

During this time the pupils have been accumulating a fund of information about words and ideas. Much time will be saved if these understandings are not allowed to be forgotten. When they are answering oral or written questions on social studies material, they may be told, "Use an expressive adjective in this sentence." "When you explain the reason here, use a subordinate clause." "What subordinate conjunction will you use when you are telling why this is not so?" "Which may you use if you are telling when this happened?" Students will thus come to associate the function with the word.

While Unit 3 is in progress, and when the pupil's grasp of the material

in Chapters VII and VIII seems reasonably secure, the use of the **prepositional phrase** may be introduced before Chapter IX is studied. As with subordinate clauses, the pupils at this level use phrases unconsciously. To recognize them and appreciate their usefulness is necessary in order to use them most effectively. In studying the progress of the immigrants towards self-sufficiency in French Canada, a pupil may say or write, "Talon's model **farm** in New France **helped** the habitants in their **knowledge** of agriculture." He may then be questioned as follows:

What group of words gives information about Talon's farm? (in New France)

What group of words tells how the inhabitants were helped? (in their knowledge)

What group of words tells in what branch of knowledge? (of agriculture)

Students will soon recognize the phrase as a unit which cannot sensibly be broken up.

A helpful exercise is to give two lists of phrases which pupils may use in constructing sentences—those on the left to give information about nouns, those on the right to modify statement words.

of lumber and fish  
for woolen cloth  
from iron  
of hemp  
in tobacco

for potash  
at sugaring-off time  
into soap  
by growing hemp  
on the St. Maurice River

When an awareness of the phrase has thus been developed, the class will find that the explanations and activities in Chapter IX will organize and further develop this phase of their knowledge. **Further Study and Discussion** may be amplified by practice involving the use of social studies content material. In reading extensively for section III, The Coming of the English, pupils might select prepositional phrases which are peculiarly suitable to their topic and embody them in their own work. In a paragraph about westward expansion, they might be asked to underline the phrases which they use.

When a few minutes remain at the end of a lesson, it will sometimes be useful to present such a sentence as this to the class:

Icelanders who were on their way to the United States remained

in Canada, where they formed a colony on the shores of Lake Winnipeg.

Pertinent questions are as follows: How many ideas are there in this sentence? What is the main one? What is its verb? What are the subordinate ideas and verbs? What words do the subordinate clauses tell about or **modify**? What prepositional phrases are there? What do they modify?

To carry out this type of practice half a dozen times a week will produce better results, ultimately, than to give longer sentences less frequently.

By the time the class arrives at Chapter X of WORDS AND IDEAS, they will probably be near the end of Social Studies Unit 3. In all language practice up to this time—whether or not associated with the social studies—**punctuation** will receive attention as needed. The use of the various types of end punctuation for sentences will have been a primary need. Different uses of the comma will have been met. Chapter X will now place before the pupil a well-arranged body of information about punctuation.

**Further Study and Discussion** offers excellent practice. No. 2 contains a paragraph which lacks both punctuation and capitalization. Other work of this type may be quickly prepared from social studies reference material and placed on the blackboard or on mimeographed sheets. Another useful practice in evaluation can be an aid to learning provided pupils are not asked to check for too many items at a time. Chapter X should be referred to frequently by the students, who will thus learn to regard the text as a handbook comparable in its usefulness to that of the dictionary.

#### WORDS AND IDEAS:

Chapter XI: Habits in Speaking  
and Writing

" XII: Verbs

#### SOCIAL STUDIES UNIT 4:

How Our Community and/or  
Region Was Settled

3 weeks

Since Unit 4 deals with the pupil's own community, Chapter XI may very well be studied as an introduction to this unit. Thus when pupils go out into the community to interview various people they will be prepared to observe the speech habits of those with whom they come in contact. The study and practice contained in this chapter will illuminate the social studies unit throughout.

The following understandings are to be stressed:

A living language is continually being modified by the people who use it.



Our speech patterns, like patterns of clothing and general behavior, must be "respectable."

Language is respectable when it is suited to the occasion on which it is used.

These understandings should be used to promote the attitude of **wanting to improve**, and a recognition of the **means of improvement** as indicated in Chapter XI: observation, practice, and a study of those rules or reasons which explain good usage. (The part of speech singled out for special study with this unit is the **verb**.)

When pupils report the results of their investigations to their classmates, all members of the class should have developed an appreciation of the importance of good oral communication. Two major objectives for the class acting as audience are (1) critical listening and (2) patient listening. Here the teacher will set an example by hearing the pupil through, without interrupting his thought to correct his expression. When the pupil has finished his report, different members of the class will be able to contribute suggestions for improving his expression. They should not be expected to make all the suggestions that the teacher might offer. Indeed, to correct one or two mistakes at a time will be of more help than would a spate of corrections. The class will also tell the speaker the good points about his expression and delivery in general, thus encouraging him to greater effort next time. The teacher can set an example by varying his own expression: the contrast of the homely and more formal used judiciously will catch the child's attention. The same will be true of the use of new words.

The chapter on speech habits will appeal to Grade VII children because of its rational basis. These young adolescents are sufficiently experienced to realize that different situations require different behaviour. Inasmuch as language is a form of behaviour, the realistic treatment of the subject will do more to persuade the child of the necessity of adjusting his language pattern to suit a particular situation than did the old dichotomy: this is correct, that is not.

Continued practice in verb recognition and in the discriminating use of statement words, begun in Unit 2, will have prepared pupils for a thorough study of the verb. Chapter XII provides such study. The material here is suitably organized, and should be discussed and used just as it is given. Further practice may be obtained by observing the uses of verbs in reference books and other materials which the pupils are reading. As the material gathered in the study of Unit 4 is recorded, students will be able to use their knowledge of verbs to make their writing more effective. Such



questions as "Would it be better to use the perfect tense here?" and "Is this a transitive verb?" are indicative of efforts toward precision and respectability. When a pupil has written a sentence, he may be asked to tell what form of the verb he used, and why.

This kind of language—social studies association should be frequent rather than lengthy. It will maintain an awareness of language, showing both teacher and student where further help and practice are needed.

#### WORDS AND IDEAS:

Chapter XVIII: Group Discussion

" XIII: Pronouns

#### SOCIAL STUDIES UNIT 5: 4 weeks

How Canadian Communities Direct  
Their Affairs Democratically

The vital relationship between group discussion and democratic processes is clearly pointed up in Chapter XVIII. The understandings stressed by the language text are substantially those suggested as specific objectives of the social studies unit; similarly, the text reinforces the attitudes listed for the unit (see Unit 5, **specific objectives**, pp. 91-92 of this manual).

Aside from the study and practice of group discussion **as a technique** (see Special Language Skills, pp. 62-63, the material of the language text can best be made to undergird democratic understandings and attitudes through a consideration of the part played by group discussion and action in the various phases of government outlined in the content of the unit, especially Sections I and III. (This consideration, appropriately enough, should proceed largely by group discussion.) Three main questions might well be asked and—as far as possible—answered.

#### 1. What are the specific contributions of group discussion to good government?

In the unorganized group there is of course some incidental exchange of opinion, some passing about of ideas—but no purposeful "get-together," no systematic pooling of thought and resources.

The recognition of needs comes in part from the pooling of observations and opinions; clarification comes almost wholly from such pooling. (**Not all** people see **all** needs. Some see or profess to see nonexistent or selfish needs.)

After information and clarification comes **action**. We discuss **what** needs to be done, **how** it is to be done, and **who** is to do it. We give the necessary responsibility or authority to a person or persons. If we are wise, we will meet frequently to exchange information and opinions on how well such persons are carrying out

their responsibilities. If we fail to do so, we have only ourselves to blame if things go wrong. (We must never forget that in a democracy our leaders are also our **representatives**. If we do, our leaders are likely to forget it too—and our democracy become an **autocracy, where no free discussion is allowed.**)

## 2. To what extent is our government group government?

Our governing bodies are elected by the people. We are likely to have better government if prior to elections we meet as groups to discuss the qualities and qualifications of those who want to be our representatives. These representatives in parliament are themselves a discussion group or groups, operating by group (majority) decision.

Some of the authority which we give to our representatives in parliament is handed back in the election of community groups (municipal councils, school boards, etc.). Such groups are responsible to the people—directly in their communities, and indirectly through our representatives in parliament. Other authority is given by our representatives directly to various groups and officials (the courts, school inspectors, etc.), who are responsible to the people through the appointing body (parliament).

## 3. What does first-hand observation show about the effectiveness of group discussion and action at the community level (municipal council and school boards)? Typical enabling questions are as follows (cf. Summary and Review):

How well informed are the members? (What steps does the group take to get special information through committees?)

Do all members justify their presence in the group by the contributions they make?

Does the group keep to the point purposefully and economically? Is the atmosphere friendly as well as businesslike?

What are the special duties and responsibilities carried by the chairman?

The understandings of this chapter should be extended with reference to other purposes for which we get together and discuss:

**Business and professional** (business meetings and conferences, committee meetings, doctors' consultations, etc.)

**Club** (leisure interest groups, fraternal gatherings, social welfare and charity groups)

**Family** (budget and other family meetings or conferences, table talk, chit-chat)

**Miscellaneous** (for information, enjoyment, relaxation: table talk, chit-chat, exchange of ideas on art, music, literature, shows, radio programs, sports, philosophy, etc.)

Informally, at least, the use of the **pronoun as a substitute for the noun** is familiar to the child. In social studies and other writing it is desirable to avoid too frequent repetition of the same noun. The pronoun will have been used to afford variety. (The opposite need of finding substantives to replace the pronoun will also have been met.) This use of the pronoun may not have entailed any attempt to differentiate formally between subject and object, or singular and plural. Of course, the pupil needs to use **I** and **me** and other pronominal forms correctly from the start, but until distinctions are formally taught, he is guided by sound rather than logic.

If the language sequence suggested here is followed, the class will arrive at Chapter XIII on pronouns about the same time that they start studying Unit 5. This arrangement should prove satisfactory: Unit 5 involves a good deal of oral discussion, and the use of pronouns creates a real difficulty for the student when he is speaking unless he has sufficient knowledge of their use to give him confidence. The practice in this chapter of the language text is designed to help him to acquire both information and competence.

No. 5 of **Study and Discussion** can very well be carried out in conjunction with the work of the entire social studies unit. Such practice as is involved in this activity, as well as that suggested in Nos. 3 and 4, will serve the purpose of making the children conscious of the usage of pronouns. To recognize that the use of a word is not acceptable is a very definite step toward good speech habits.

WORDS AND IDEAS:

SOCIAL STUDIES UNIT 6:

Chapter XIV: Adjectives and Adverbs

6 weeks

" XVI: Speaking and Writing

How Canadian Culture Has  
Been Enriched from Many  
Sources

" XVII: Reading and Listening

Introductory work in preparation for the study of **adjectives and adverbs** accompanied the early work in social studies. Their use throughout the term as **aids to effective expression** will have ensured a fair grasp of their functions. Chapter XIV now presents a useful body of knowledge about the two parts of speech, and clears up difficulties relating to them. After the chapter has been used just as it is given, further practice may be associated with Unit 6.

Pupils should consider one or more paragraphs (in a social studies or other text which they are reading) with a view to understanding the use of **adjectives to modify the meanings of nouns or pronouns**, and of **adverbs to modify the meanings of verbs, adjectives, or other adverbs**. They may try to find other adjectives and adverbs which would be equally effective in place of those given. Another interesting practice is to substitute phrases for single word adjectives and adverbs where such substitution would be sensible. In oral expression much practice will be required before pupils will use these qualifying parts of speech with desirable **variety and exactness**.

Since this section of the social studies program deals with people and their ways, adjectives and adverbs will be met and required frequently. To describe Canadians of French origin we use such adjectives as **hardy, energetic, happy, buoyant, thrifty**. The children may use the corresponding adverbs in sentences to describe how French-Canadians live and work.

Now, near the end of the program, the short social studies - language quiz becomes increasingly valuable. For example, a class studying the contributions of the Chinese to life in Canada may be asked to write three or four sentences about these contributions. The teacher may say, "Be sure to use an adjective in one sentence, an adverb in another, and a verb phrase in a third." Or, "Why were the Chinese attracted to Canada? Make sure that your sentence contains a subordinate clause."

On another occasion the teacher may supply a sentence—"People have come to Canada from Italy, which is a country with a large population and few resources"—following it with such questions and directions as:

How many thoughts are expressed in this sentence?

Write the principal clause.

Find two adjectives in the sentence.

Write the statement word for each clause.

Which word joins the subordinate clause to the principal clause?

What part of speech is the joining word? How do you know this?

What phrases are used?

A few minutes spent on this type of practice daily will now combine the year's experiences in language so that a firm basis is made on which to continue the development of the student's expression.

As the year's work draws to a close, it is important **to assess progress** in all the communication skills, **to define achievement levels** (both class and



individual), and **to point up further remedial needs and practice**. Chapters XVI and XVII are proposed as foci for these purposes.

These chapters may, of course, be referred to earlier for the same purposes. Indeed, they should prove very useful as background information for the language profiles (Chapter V, *Evaluation*), designed to promote continuous evaluation and practice. Conversely, the profiles should now be reviewed as indicators of specific needs in the study of Chapters XVI and XVII, and in the review of other chapters as well.

It is suggested that as Unit 6 proceeds, teacher and students should take "time out" frequently to discuss and (wherever convenient or necessary) practice particular skills. Group discussion and oral reports should be scrupulously evaluated for good and bad points in speaking and listening. While the teacher himself will bear the burden of evaluating written work, he should be aiming steadily at the development of habits of self-criticism on the part of the students. Each student should review his performance in **Reading for Meaning** (if this is in use)—checking his strength and weaknesses, and following with specific remedial practice under the guidance of the teacher.

Some of the more particular contributions of the language text to the above procedures are as follows:

**Speaking:** Chapter XVI provides a check list (No. 1, **Study and Discussion**) of nine important points. These can be amplified, where necessary, by reference to other portions of the text, especially

a. The organization of ideas—referable to Part III, **Arranging Words and Ideas**.

d. Usage—referable to Part IV, **Language Patterns**.

i. (2) "And" and "so" sentences referable to Chapter VII, **Thinking in Sentences**.

**Writing:** The basic question here is, "Is this my best expression, revised to say exactly what I mean as clearly and as respectably as it can be said?" The check list in Chapter XVI (No. 2, **Study and Discussion**) directs attention to the mechanical qualities of writing (arrangement on the page, penmanship—not specifically discussed in the text) as well as to more fundamental matters (punctuation—Chapter X, and spelling—Chapter XV). The still more basic considerations of diction, sentence structure and usage should be checked against appropriate chapters in Parts II, III and IV.

**Listening:** Chapter XVII lists and explains, with abundant examples, the various kinds of listening which we do for various purposes



(selective, concentrated, critical, etc.). Students should discuss the appropriateness of these kinds of listening to their social studies and other in-class and out-of-class activities; further, they should assess the effectiveness of their specific listening habits, and decide on the means of improving these.

**Reading:** As for listening, Chapter XVII. (No. 5, **Study and Discussion**, provides some interesting practice in critical reading.) The results of the year's work in **Reading for Meaning** should, of course, be discussed at this point.

**General understandings and facilities** should result from class discussion of communication habits and practice in techniques referable to radio, movies, recordings, and the various kinds of reading and writing that form a part of our extra-school lives.

The **Study and Discussion** section of Chapter XVII will be found especially useful in this regard. No. 2, for example, focuses attention on public signs and notices, Nos. 3 and 4 on radio listening, No. 5 on critical reading and listening with reference to propaganda and advertising. The discussion of critical reading and listening will suggest, for many students and teachers, a review of selected portions of Part II, **Words and Ideas**.

WORDS AND IDEAS:

**Special Language Skills**

Chapter XVIII: Group Discussion

" XIX: Summaries

" XX: Reports

In addition to the general language understandings and facilities which form the basis of the language sequence (Parts I to IV, inclusive), students will need to be encouraged and assisted in developing particular language skills relevant to the social studies and to other in-school and out-of-school activities. The following are representative: group discussion, club and committee procedures, public meetings, making summaries, persuading, describing, explaining, taking notes, making reports, writing letters.

Most of these, of course, are skills which students need to use every day, and which they have—in some degree or other—already studied as techniques in the elementary school. At some they will be reasonably expert. All, however, will require further and much more mature study and practice.

Intensive study and practice of the above skills is to be spread over the three Junior High School years. To attempt all during a given year violates the principle of emphasis. Furthermore, there is not sufficient time for detailed work in each technique each year—although understandings

and facilities once thoroughly established can be maintained and enlarged from year to year.

The skills singled out for special study in Grade VII are group discussion, summaries, and reports. They constitute the last three chapters in the text (XVIII, XIX, XX) and are introduced by the two more general chapters on communication skills: Speaking and Writing (XVI) and Listening and Reading (XVII). (These five chapters together form Part V of the text, *Special Language Skills*.)

It is proposed that the chapters on group discussion, summaries and reports be regarded as handbook materials—for reference and guidance as required. Their placement at the end of the text, therefore, by no means signifies that they should be ignored until the latter part of the year. Quite conceivably all three might be used in some initial way during the first few weeks of the course—either just before the first attempt at each technique (for introduction and orientation) or during and after (for evaluation and improvement). Indeed it seems unlikely that students would complete the first unit without engaging in group discussion, making summaries and giving reports.

**Chapter XVIII, Group Discussion** (the sociological aspects of which have already been considered with reference to Unit 5) should be used to help students solve the following problems:

1. **Why do we engage in group discussion?**  
Not to win arguments, but so that we may know more.  
To develop the habits and skills of cooperative thought and action.
2. **How can we improve our group discussion?**  
By preparation, contribution, courtesy, keeping to the point, etc.  
(**Summary and Review** and Nos. 3 and 4, **Study and Discussion**).
3. **What are the different kinds of discussion appropriate to different purposes?**  
Open forum, panel, ordinary discussion without audience (Nos. 1 and 3, **Study and Discussion**).
4. **What are the duties of the group leader or chairman, and how does he carry out these duties?**  
(No. 2, **Study and Discussion**).

**Chapter XIX, Summaries**, should obviously come in for reading and discussion very early in the year—when students first have occasion to take notes, summarize class presentation or discussion, or turn to books or other

references for social studies information. It should also be referred to other school needs and to the retelling of stories for pleasure (No. 2, **Study and Discussion**).

The essential understanding is that a good summary gives the main idea or ideas clearly, together with selected minor details. Different kinds of summaries should be associated with different needs and purposes, as follows:

1. **Summaries in "point" form:** appropriate for note-taking and organizing class material—especially where categorical listings, logical order, or complex organization is involved. The importance of keeping topics or statements parallel in both main and sub-heads should be stressed. (Teacher and students might well return to Chapter VI for sample outlines.)
2. **Sentence or paragraph summaries:** Also suitable for note-taking or the organization of class or other material of which the movement and details are narrative or descriptive rather than strictly logical or stepwise. Coherence should be stressed.
3. **Précis-type summaries:** suitable for reproduction in **brief** of stories and articles (all or part) for which it is important to keep the perspective of the original writer. Students should be encouraged to direct and test their efforts in terms of the critical questions included in the chapter.

**Chapter XX, Reports,** provides material for the evaluation of both individual and class reports with emphasis on **fact-finding, clarity, orderliness, suitable length, and illustrative materials.** The sample given in the text should be used as a model for this kind of report.

Frequent reference to this chapter will be needed during the year.

## PART III

# SOCIAL STUDIES -- LANGUAGE

## CHAPTER VII

### Scope and Sequence

#### SEQUENCE

	GRADE VII DEVELOPMENT OF CANADIAN CULTURE	GRADE VIII THE COMMONWEALTH AND ITS NEIGHBORS	GRADE IX THE WORLD TODAY
I. Production and Distribution of Goods Transportation and Communication	1. How living in Canada has been influenced by the physical environment.	1. The geography of the Commonwealth.	1. How environment affects living.
	2. How opportunities for work have attracted many settlers.	2. The problem and achievements of Commonwealth trade.	2. How goods are produced and marketed in our industrialized culture.
II. Institutions and Social Organizations	3. How our early pioneers established a Canadian nation and culture.	3. How the Commonwealth came into being.	3. How Canada has taken her place among the nations of the world.
	4. How our community and/or region was settled.	4. How Canadian institutions have been modelled on British institutions.	4. How industry is affecting home and community living.
	5. How Canadian communities direct their affairs democratically.	5. How Britain Developed a democratic government.	5. How we carry on democratic government in Canada.
III. Ideals and Individual Development	6. How Canadian culture has been enriched from many sources.	6. How American culture has developed and affected that of Canada.	6. How our homes and communities provide for man's cultural needs.



## THE SOCIAL STUDIES PROGRAM FOR GRADE SEVEN

### UNIT ONE—HOW LIVING IN CANADA HAS BEEN INFLUENCED BY THE PHYSICAL ENVIRONMENT

#### POINT OF VIEW

The method of procedure is from the familiar to the unfamiliar. For this reason, the local community with its extractive industries should be the point of departure for any class, which would proceed to deduce from these the probable factors—**physical features, climate, and natural resources**—accounting for the establishment of such industries. In some districts the first study would be the miner or the lumberman. The group would then go on to consider the extractive industries of other areas, proceeding first to similar areas, and then to different ones. The brief plans which are included here for the miner, the oil worker, the lumberman, the fisherman, the hunter and the trapper will need to be expanded. By the time the study of the unit is complete, pupils' knowledge of the physical and economic geography of Canada (geographical features and natural resources) should have a sound foundation.

The introductory lesson would consist of a class discussion concerning the most important extractive industry of the region in which the pupils live. This information will come from the occupations of the parents which stem from the major extractive industry of the district. Through discussion the pupils will arrive at the specific products of this industry. Next, through skilful questioning on the teacher's part, they deduce the physical conditions (soil, climate, topography, drainage) that make specific products possible and profitable in this area. Committees will then be chosen to investigate conditions under which similar and different products of the same industry are produced in other parts of Canada. A workable division of the topic in the case of the farmer would be according to the type of product( e.g., grains, root crops, ranch, fruit, vegetable, and the products of mixed farming).

It should be noted that in the grid following the statement of 'Specific Objectives' the numbers in **Column Two** refer to the numbered specific objectives. All these specific objectives should be kept constantly in mind during the study of the unit. The use of definite reference to certain specific objectives in each subsection provides direction as to a place where emphasis is needed on a particular objective.

#### EVALUATION PROCEDURES

The teacher is urged not to limit himself to the suggested evaluation procedures but to study carefully the chapter on Evaluation for further direction.

## REFERENCES<sup>1</sup>

- a. *Primary Reference*  
Canada and Her Neighbors
- b. *Secondary References*  
Canadians at Work  
Our Land and Our Living
- c. *Useful Books that may be in your Library*  
Our Country and its People
- d. *Atlases*  
Classroom Atlas  
Canadian School Atlas  
Modern Canadian Atlas of the World

## NOTE CONCERNING REFERENCES

In the grid, page references are given for the primary reference source and for one book of the secondary list:

- I. **Canada and Her Neighbors; II. Canadians at Work**  
E.g. (1—119-122) (11—4-11).

## SPECIFIC OBJECTIVES

### Understandings

The child should show that he has acquired a generalization:

1. That the physical features, resources, and climate of Canada influence and limit the life of the people.
2. That despite her vast wealth Canada is interdependent with other nations for a complete life.
3. That Canadians do in many instances overcome the limitations of nature by the application of science.

### Skills, Abilities, Habits

The child should show that he has acquired:

4. The ability to give an interesting two-minute speech based on ideas he has formed with regard to Canada and Canadians.
5. Skill in the reading of the atlas, globe, maps, charts, and graphs.
6. Skill in the drawing of maps of the various regions of Canada and the making of charts and graphs from Canadian data.
7. The habit of reading newspapers and magazines and evaluating critically radio newscasts and newsreels.

---

1. A complete list of references (each with author and publisher) is given on pages 97 and 98 of this manual.

## Attitudes

The child should show that he has acquired an attitude:

8. Of intelligent loyalty towards Canada.
9. Of responsibility as an adolescent member of a progressive democracy.

**SUGGESTED TIME**—Eight weeks. (IT IS SUGGESTED THAT THE STUDY OF THE FARMER IS LIKELY TO REQUIRE SIX WEEKS WHILE ALL THE REMAINING INDUSTRIES COULD BE DEALT WITH IN TWO WEEKS.)

### Language Integration

#### WORDS AND IDEAS:

- |         |      |                          |
|---------|------|--------------------------|
| Chapter | I:   | What Language Was and Is |
| "       | II:  | Words as Symbols         |
| "       | III: | Words and Experience     |
| "       | IV:  | Words and Feeling        |
| "       | XV:  | Spelling                 |

(See page 36)

## UNIT I

### CONTENT

#### THE FARMER

##### A. Of the central plain

1. Wheat and coarse grains
  - (a) Prairie space.
  - (b) Rich soil—nature, origin.
  - (c) Climate—spring rains, dry harvest season, early frosts—early ripening varieties developed.
- (11—119-122) (11—4-11)
2. Truck gardening and sugar beets in south  
Seed farming.
  - (a) Low altitude and warm nights.
  - (b) Irrigation.
- (11—129, 130) (11—23)
3. Ranching in southwest
  - (a) Hills.
  - (b) Prairie wool.
  - (c) Chinooks.
  - (d) Creeks and ponds.
- (11—127-129) (11—11-15)
4. Mixed farming in Parkland, Peace River
  - (a) Level land and space for grains.
  - (b) Groves of trees for shelter.
  - (c) Seasonal rainfall.
  - (d) Varieties of wheat developed for more northerly latitudes.
- (11—29, 30, 125) (11—4, 21-23)

OBJEC- TIVES	SUGGESTED ACTIVITIES	SUGGESTED EVALUATION PROCEDURES
1, 2 4, 6, 8, 9	1. Make maps of the Central Plain showing: (11—111-119) (a) General surface features. Boundaries — Winnipeg, Calgary. (b) Cross-sectional view of elevation of three prairie steppes. (c) Products or region.	Oral quiz to be answered in single sentences. (May be in the form of radio quiz or game.)
1, 2, 3 4, 6 8, 9	2. Make a map of a typical prairie community, showing the town and surrounding farms.	
1, 2 5, 6, 7, 8 9	3. Compose summaries of class discussions. 4. Prepare and deliver a report about: (a) Rural electrification projects. (11—p.132) (b) Sugar-beet — from field to table. (c) Wheat—from grain to flour to bread. (11—p.178, 179, 183) (d) The beef industry. (11—p.2, 135, 137, 174-178)	Prepare a blank map of the plain marked in zones which are numbered. Indicate the type of farming predominant in each zone.
1, 2, 3 5, 6, 7 8, 9		



<p>5. Dairying, poultry, fur farming, beekeeping (a) Cities and towns, needs of large centres of population. (b) Cold climate—heat in poultry houses. (1—125, 126) (11—15-18, 38, 39, 173, 180-183)</p>	<p>3 5, 6, 7, 8</p>	<p>5. Make a pictorial display of the farm home, depicting the different seasons on the farm with emphasis on the various types of machinery used.</p>	<p>Divide class into groups. Each one represents a town or city of central plain. Each student is responsible for a sentence about the farming in the area.</p>
<p><b>B. Of the St. Lawrence Lowlands</b></p> <p>1. Fruit Farming (a) Low altitude, warm nights. (b) Effect of presence of large bodies of water. (c) Grain growing on large scale not profitable in competition with West.</p> <p>2. Mixed farming</p> <p>3. Dairying (a) Root crops and grasses for feed. (b) Water supply. (c) Large centres of population. Density of population in general. (d) Cheap transportation. (e) Accessibility of many markets.</p> <p>4. Poultry farming.</p> <p>5. Tobacco.</p> <p>6. Maple sugar. (1—73-83, 97-100) (11—18-21)</p>	<p>1, 2, 3 4, 5, 6 7, 8, 9</p>	<p>6. On an outline map of Canada mark. (a) Political divisions. (b) Capital cities. (c) Natural divisions. (1—8, 9)</p> <p>7. Draw a map of the Lowlands showing the products raised. (1—94, 95)</p> <p>8. Make summaries of class discussions.</p> <p>9. Compare the products raised with those of the prairies and account for the difference.</p> <p>10. Make a comparison of farm life on the Lowlands with that on the prairies with respect to size of farms, home, machinery used. Illustrate with pictures and drawings.</p> <p>11. Prepare and give reports on: (a) Maple sugar. (b) Tobacco. (1—71, 72, 78)</p>	<p>Quiz game to be answered in single complete sentences. Student who answers a question successfully asks the next one.</p>

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED EVALUATION PROCEDURES
<b>C. Of the Appalachians</b> Products peculiar to this region: 1. Apples. 2. Hay. 3. Potatoes. 4. Furs. (a) Sheltered valleys. (b) Large bodies of water. (c) Labrador current. (d) Lack of space. (e) Accessibility to American and Overseas markets. (West Indies.) (I—29-34) (II—13, 19, 21-23)	1, 2, 3 4, 5, 6 7, 8 9	12. On a map of the Appalachians locate the farming areas. (I—20, 21, 60, 61) 13. Prepare and give reports on: (a) Apple culture Nova Scotia. (b) Cranberry culture (I—29-32) Nova Scotia. (c) Seed potato industry (to West Indies) P.E.I. (d) Dairying industry (Cordilleran Region). (e) Raising of berries.	Prepare a map of the regions studied in Sections B and C. Divide the map into zones which are numbered and associate the appropriate crop with each number. Have a spelling match. Plan and write carefully a paragraph about a report which you found especially interesting.
<b>D. Of the Cordilleran Region</b> 1. The Fraser Valley and Vancouver Island. (a) Dairying—excellent pasture. (b) Fruits—berries. 1. Low altitude. 2. Abundant rainfall. 3. Acid soil. 4. Nearness to ocean. 5. Warm Japan current. 6. Peat soil for blueberries. 7. Too damp for large fruits—problem to combat fungi. (c) Seed potatoes—Lulu Is. (I—159-161) (II—18-19)	1, 2, 3 5, 6	14. On a map of the Cordilleran Region, show areas suitable for farming. (I—145, 149, 154, 155) 15. Make a graph comparing butter production in the various provinces. 16. Make a products map of the Cordilleran Region showing variety of products grown from south to north in plateau region. (I—154, 155)	Prepare an outline map of Canada divided into numbered zones. Associate appropriate products with numbers. Then in complete sentences give reasons for the location of a particular product in its zone. From these formulate through class discussion four or five generalizations concerning farming in Canada.

2. The Plateau.

- (a) Cattle country—Cf. South-western Alberta.
- (b) Large fruits—apples, peaches, pears, cherries, hops, tomatoes.
  - 1. Irrigation.
  - 2. Drier air—fungi and other blights kept under control.
  - Sheltered valleys—Okanagan, Kootenay.
  - 4. Mild climate—west wind.

(1—145) (11—18, 19)

Each of the following should be dealt with in the same way as the farmer:

### **The Miner**

On each of the five physical divisions of Canada find out:

1. Where mining is carried on.
2. The physical characteristics which make mining important there.
3. The kinds of minerals found.
4. Information concerning mining processes.

(I—38-41, 69-71, 105-107, 158, 159, 130-132) (II—51-71)

### **The Oil Worker**

On the Great Central Plain and the Canadian Shield investigate:

1. The geological formation where oil is likely to be found.
2. What oil is.
3. How it is drilled.
4. Why it is important.

(I—30, 31, 91, 92, 130, 131) (II—52, 56, 57, 68-70, 105-107)

### **The Lumberman**

On each of the five physical divisions of Canada find out:

1. Where the hardwood or softwood forests are.
2. The soil and climate which produce hardwood or softwood trees.
3. Some varieties and uses of each of these two types of trees.
4. How the lumberjack works and lives.
5. The danger of forest fires and how they may be controlled.

(I—34-37, 151-153) (II—34, 41, 42, 44, 47, 50)

### **The Fisherman**

On the Pacific and Atlantic coasts and on bodies of fresh water, inquire into:

1. Conditions which make good fishing grounds in each case.
2. Varieties of fish caught.
3. Fishing methods.

(I—156-158, 22, 23) (II—25-33)

### **The Hunter and the Trapper**

On the five physical divisions of Canada find out:

1. The physical characteristics of the land where hunting and trapping are carried on.
2. How the hunter and trapper lives.
3. The animals which are sought chiefly and for what purpose.

(I—53, 54, 63, 64, 133, 167, 168) (II—34-39)



## UNIT TWO—HOW OPPORTUNITIES FOR WORK HAVE ATTRACTED MANY SETTLERS

### POINT OF VIEW

Unit II will grow naturally out of the study of the extractive industries studied in Unit I. The following outline starts with the processing of farm products. A unit such as this would be highly desirable in an agricultural community. Classes located in a mining community will logically start with mine products. Other classes will choose according to the secondary industries in their communities. The emphasis is on how Canadians process raw materials in order to produce goods of increased value.

In order to introduce this unit, the teacher and class working together could construct charts based upon the primary products studied in Unit I and showing the relation of these products to the appropriate manufacturing process. Such a chart would be needed for each of the primary industries and its products. Then, with these charts in hand, a selection of manufacturing processes to be studied in detail would be arrived at through class discussion. A thorough study of a representative group of manufacturing industries would be better than a superficial review of a larger number.

The studies chosen may now be carried out by means of committee work and field trips. The city classroom will have no difficulty in arranging such trips. When the rural school visits the neighboring town, even for some other purpose, part of the time could be devoted to visiting a local industry such as a flour mill or meat packing plant. It would be advisable to draw up a list of guide questions beforehand and assign these to particular members of the class for investigation during the visit. Other students would be responsible for the task of making freehand diagrams of the various steps in the manufacturing process. Information and drawings would be assembled and presented to the class by the responsible groups.

### REFERENCES

#### a. *Primary Reference*

Canada and Her Neighbors

#### b. *Secondary References*

Canadians at Work

Our Land and Our Living

Canada 1951

Provincial Government Bulletins on Industries, Dept. of Economic Affairs

Energy for Breakfast, Raymond Sugar Factory

c. *Useful Books that may be in your Library*

Our Country and its People

d. *Atlases*

Classroom Atlas

Canadian School Atlas

Modern Canadian Atlas of the World

NOTE CONCERNING REFERENCES

In the grid, page references are given for the primary reference source and for one book of the secondary list:

1. **Canada and Her Neighbors: II. Canadians at Work.**

E.g. (I—41-44, 71, 72) (II—21, 125-136)

**SPECIFIC OBJECTIVES**

**Understandings**

The child should show that he has acquired a generalization:

1. That Canadian industrial centres are established where suitable power, natural resources, and transportation are readily available.
2. That these Canadian industrial centres tend to increase in size and importance according to the demand for their products and according to their ability to put out these products.
3. That Canadians increase their wealth through labor, machinery, and the use of power.
4. That through the use of machinery and the division of labor, Canadians have increased the quantity of goods produced.
5. That Canadians are interdependent with each other and with other peoples.

**Skills, Abilities, Habits**

The child should show that he has acquired:

6. An ability to make an outline and explain clearly manufacturing processes in Canada.
7. An increased skill in writing reports on Canadian industries.
8. An increased skill in collecting, evaluating, and selecting information pertinent to this topic.

**ATTITUDES**

The child should show that he has acquired an attitude:

9. Of active interest in man's further improvement of the standard of living through the fuller exploitation of the possibilities of raw materials.

10. Of appreciation of the work of all workmen, realizing that each one has a contribution to make in increasing the wealth of our country.
11. Of intelligent pride in the accomplishments of Canadians in improving their standard of living through the use of man's accumulated knowledge.

**SUGGESTED TIME**—Five weeks.

### **Language Integration**

WORDS AND IDEAS:

Chapter V: The Kinds and Uses of Words

" VI: Organizing Our Thinking

(See page 40)

## UNIT 2

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED EVALUATION PROCEDURES
<b>A. MANUFACTURING OF FARM PRODUCTS</b>			Written quiz requiring single sentence answers involving material covered in reports.
<ol style="list-style-type: none"> <li>1. Animal foods.</li> <li>2. Breweries.</li> <li>3. Butter and cheese making.</li> <li>4. Flour milling and cereals.</li> <li>5. Glue factory.</li> <li>6. Grading and packing eggs, fruit, and vegetables.</li> <li>7. Leather tanneries, shoe and leather products.</li> <li>8. Meat packing.</li> <li>9. Soap making.</li> <li>10. Sugar from beets.</li> <li>11. Vegetable and fruit canning.</li> <li>12. Woolen mills.</li> </ol>	1, 2 5 6, 7	<ol style="list-style-type: none"> <li>1. Take a field trip to a local manufacturing plant.</li> <li>2. Write a letter of thanks to the firm visited during the field trip.</li> <li>3. Make diagrams illustrating the steps in manufacturing goods.</li> <li>4. Make class or individual summaries of reports for your notebook record.</li> </ol>	
(1—41-44, 71, 72, 79, 80, 135-138) (11—21, 125-136, 151, 174-179, 180-189)	8, 9, 10, 11		Support the generalization: Industrial centres are established where suitable power, natural resources, and transportation are readily available.
<b>B. MANUFACTURING OF MINE PRODUCTS</b>			
<ol style="list-style-type: none"> <li>1. Oil products—fuel, lubricant, wax.</li> <li>2. Natural gas—fertilizers, gunpowder.</li> <li>3. Coal—fuel, coke, nylon.</li> <li>4. Base metals—machinery of all kinds, stoves, household furnishings, vehicles, aluminum, tin cans.</li> <li>5. Precious metals—gold, silver, platinum.</li> <li>6. Sand, clay, and building materials (cement, bricks, pottery, glass, talc-powder).</li> </ol>	1, 2, 3 5, 6, 7, 8 9, 10  10, 11  1, 2 4	<ol style="list-style-type: none"> <li>5. Write a report on the process of transforming crude oil to gasoline.</li> <li>6. Make a tree chart of the by-products of an industry.</li> <li>7. Prepare and present to the class a talk on one of these manufacturing processes. e.g. glass-making.</li> </ol>	From your experience, in this unit make an outline which could be used as a pattern for this type of report.



<p>7. Asbestos—manufacture of asbestos products.</p> <p>8. Salt—chlorine products, glass.</p> <p>9. Radium and uranium—power (Chalk River), medical uses. (I—69, 70, 101-103) (II—51-71, 103-109, 159-170, 182, 183, 218, 234, 270)</p>	<p>1, 2 6, 7, 8 10 4, 1 9, 10</p>	<p>8. Continue to keep a notebook record of the reports given. Compose paragraph, sentence, and point summaries for different reports.</p>	<p>On an outline map of Canada locate these cities: Quebec, Montreal, Hull, Halifax, St. John, Niagara, Windsor, Toronto, Sudbury, Winnipeg, Calgary, Medicine Hat, Edmonton, Trail, Vancouver. Associate manufactured products with each city. Check your map with the information in your geography text book.</p>
<p><b>C. MANUFACTURED PRODUCTS OF LUMBER</b></p> <p>1. Boxes—wood, paper.</p> <p>2. Furniture.</p> <p>3. Lumber.</p> <p>4. Matches.</p> <p>5. Mine props.</p> <p>6. Pulp and paper.</p> <p>7. Rayon.</p> <p>8. Railway ties.</p> <p>9. Telephone poles.</p> <p>10. Toothpicks.</p> <p>11. Toys. (I—56-58, 103, 104) (II—40-50)</p>	<p>1, 2, 3, 4 5, 6, 7 8, 9, 10, 11</p>	<p>9. Make a survey of your local community and make a list of all the manufacturing industries. Or—Make a list of the industrial concerns to which local producers send their products.</p> <p>10. Make graphs showing the relative importance of the provinces in the production of butter, lumber, etc.</p>	
<p><b>D. FISHERIES</b></p> <p>1. Cod liver oil.</p> <p>2. Soap.</p> <p>3. Canning. (I—26, 27, 158) (II—25-33)</p>	<p>1, 2 5, 6, 7 4 8, 9</p>	<p>11. On a map of Canada locate the principal cities and their manufactures.</p>	<p>Develop a class discussion: The prairies lag behind the East in the manufacturing industries.</p> <p>OR</p> <p>How the processing of raw materials requiring heavy capital investment and considerable numbers of workers leads to the establishment and growth of cities.</p>

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED EVALUATION PROCEDURES
<b>E. HUNTING AND TRAPPING</b> Fur coats and other clothing. (I—77) (II—34-39)			

## UNIT THREE—HOW OUR EARLY PIONEERS ESTABLISHED A CANADIAN NATION AND CULTURE

### POINT OF VIEW

Although this is a history unit, all matters studied here should derive their meaning from their reference to the present. Units I and II provide a background for the historical study so that the transition from Unit II to Unit III can be quite smooth. It should therefore not be difficult for the pupil to grasp the underlying unity of the Grade VII course—the study of Canada and Canadians. The student should be thinking, "This is Canada as it is today. How did present conditions develop?" Some emphasis is to be placed on the fact that the two major factors influencing Canadian culture are the French and English background of the larger part of Canada's population.

Two or three class discussion periods will prepare the way for the work of this unit. The first of these may be devoted to an overview of the local community, and the origins of the people who comprise it. This will relate the waves of immigration which have populated Canada to the pupils' own lives. The next lesson would be an oral review of Canadian explorers studied by the children in the elementary grades. The points to be brought out here are the reasons for exploration and the obligations assumed by explorers who were granted trading rights. The class should now be ready to study the development of Canada under French rule and the first considerable movement of people to our country as a result of Talon's immigration policy. This is where the study outlined in the grid begins.

### REFERENCES

#### a. *Primary Reference*

The Great Adventure

or

The Story of Canada

(Teacher's Manual Available)

#### b. *Secondary References*

The Story of the Prairie Provinces

The Story of Nova Scotia

The Story of Newfoundland

The Story of Ontario

The Story of Our Canadian Northland

#### c. *Useful Books that may be in your Library*

Our Country and its People

Picture Gallery of Canadian History

Pageant of Canadian History  
Pages from Canada's Story  
Province of Quebec Through Four Centuries  
Romance of British Columbia  
Romance of Canada  
Romance of the Prairie Provinces—Seary  
Romance of Ontario  
Romance of the Prairie Provinces—Burt

d. *Atlases*

Classroom Atlas  
Canadian School Atlas  
Steps in Map Reading

NOTE CONCERNING REFERENCES

In the grid, page references are given for both of the alternative primary reference sources:

- I. **The Great Adventure**; II. **The Story of Canada**  
(E.g. (I—49-53, 56-67) (II—44-45))

**SPECIFIC OBJECTIVES**

**Understandings**

The child should show that he has acquired a generalization:

1. That progress is the result of finding satisfactory solutions to problems.
2. That the establishment of the authority of government is an essential part of group living.
3. That a greater measure of self-government produces qualities more likely to help people to become increasingly self-directive in solving their own problems.
4. That in Canada peoples of different historical backgrounds, language, and religion can live happily together under one government when their common problems outweigh their differences.
5. That life before the time of modern conveniences was not necessarily unhappy.
6. That the family is the basic unit in the life of a people.

**Skills, Abilities, Habits**

The child should show that he has acquired:

7. An increased skill in expressing himself in oral and written reports regarding the growth of Canada.
8. An increased skill in research, using materials from Canadian history.



9. An increased skill in map-making, using the growth of exploration and settlement of Canada as basic material.

### Attitudes

The child should show that he has acquired an attitude:

10. Of admiration for the work of the pioneers in shaping Canada as a free democratic country.
11. Of respect for Canadians of many historical backgrounds because of the part they have played in the development of Canada.
12. Cooperation with other children in the classroom comparable to the type of cooperation that was shown by the various peoples in the development of Canada.

**SUGGESTED TIME**—Ten weeks.

### Language Integration

#### WORDS AND IDEAS:

- |         |   |
|---------|---|
| Chapter | VI: Thinking in Sentences                 |
| "       | VIII: Using Clauses to Show Relationships |
| "       | IX: Using Phrases to Show Relationships   |
| "       | X: Punctuating Sentences                  |

(See page 44)

# UNIT III

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED EVALUATION PROCEDURES
<p><b>1. THE COMING OF THE FUR TRADERS.</b></p> <ol style="list-style-type: none"> <li>Traders came to acquire wealth.</li> <li>The making of settlements was an obligation laid on the fur trader in return for his privileges.               <ol style="list-style-type: none"> <li>Settlements were designed to provide a market for French products.</li> <li>Settlements were a means of giving the poor of France a fresh start in life.</li> <li>Settlements were necessary to hold the land once it had been explored and claimed.</li> </ol> </li> <li>Problems were inherent in the undertaking.               <ol style="list-style-type: none"> <li>Settlement was antagonistic to the fur trade.</li> <li>The uncertainty of tenure of the monopoly would act against effective settlement.</li> <li>Other problems would have to be solved by the settlers and/or their sponsor; choice of site, shelter, food, clothing, protection, transportation.</li> </ol> </li> <li>The fur trader's outlook was to use Canada to increase the wealth of France.</li> </ol> <p>N.B.—A study of De Monts, Champlain and the Hundred Associates will supply the material for the development of the foregoing. (1—49-53, 56-67) (11—44-45)</p>	<p>1, 5 8, 9 10, 12</p>	<ol style="list-style-type: none"> <li>Draw a map showing:               <ol style="list-style-type: none"> <li>Routes and area explored, posts and settlements established by Champlain, La Verendrye, and Alexander Mackenzie. (1—51, 54, 57, 58, 62, 142, 193, 194) (11—46, 52, 125, 200, 201)</li> </ol> </li> <li>Make a plan of:               <ol style="list-style-type: none"> <li>The trading post as a community. (Compare with a modern community.) (1—57, 257) (11—47, 49, 64)</li> </ol> </li> <li>Make an interesting topic sentence for each paragraph about the fur traders and early attempts at settlement.</li> </ol>	<p>Divide the class into groups for a quiz. Each group would prepare two or three questions about the fur trading period and present them to the other groups.</p>

## II. FIRST EFFECTIVE SETTLEMENT UNDER ROYAL GOVERNMENT TO BE DEVELOPED THROUGH THE STUDY OF SUCH LEADERS AS: TALON, LAVAL, AND FRONTENAC.

1. The need for settlement and the shortcomings of the fur traders led to government control.
2. To supply the needs of established society the machinery of government was set up under definite heads:
  - (a) Law and order under a governor.
  - (b) Business administration by an intendant.
  - (c) Religious life in the hands of the bishop.
3. The system of organization of society known as the feudal or seigniorial system was brought from France and was used to provide the solutions to many of the problems of the times.
  - (a) In order to get these people to share in developing an agricultural industry it was necessary to provide them with land, implements and stock.
  - (b) It provided a means of organizing loyalties the seigneur gave allegiance to the governor who represented the king, the habitant to the seigneur.
  - (c) It organized defence through the seigneur, the habitant providing labor and materials for defence work.
  - (d) It organized public works in the same way, e.g. the construction of roads, bridges, and ferries.
  - (e) Feudal organization is suited to the agricultural society but is modified by the development of business and towns.

1, 2, 5  
7, 8  
12

Under the three headings: Governor, Intendant, Bishop, list as many duties and responsibilities of each official as you can gather from your reading, reports, and class discussion.

4. Make a plan of:  
A seigneuery. (Test this plan for serviceability.)
5. Make a chart of the line of allegiance:

Intendant

King

Bishop

bailiff

curé  
habitant

Governor

seigneur

(Show that this organization was designed to care for the needs of the habitant.)

6. Make report outlines based on all aspects of settlement in New France. Form committees which will be responsible for placing these outlines on the blackboard.

(a) The seigniorial system in New France.

(b) Solutions to the problem of the need for a larger population.

(11—92-96) (11—75, 76, 84-86)

Prepare and give a True-False test about the obligations which (a) the seigneur (b) the habitant had to perform in return for the land granted to them.

Write a paragraph as a test on the topic:

Habitant Life: Its Difficulties and Compensations.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED EVALUATION PROCEDURES
<p>4. Solutions to the problem of the need for a larger population.</p> <ul style="list-style-type: none"> <li>(a) Bounties for large families.</li> <li>(b) Bringing wives for bachelors.</li> <li>(c) Prohibitions placed on bachelors and taxes on the fathers of marriageable daughters. (1-92-100, 120-123) (11-84-86, 108-112)</li> </ul>			
<p>5. Move toward self-sufficiency.</p> <ul style="list-style-type: none"> <li>(a) Shipbuilding and trade (lumber and fish).</li> <li>(b) Beginnings of manufacturing—potash, soap, maple syrup, shoes, woolen cloth. (All industries based on readily available raw materials. See Problem 1).</li> <li>(c) Mining—copper, iron.</li> <li>(d) Agriculture—model farm, hemp, tobacco.</li> </ul>		<p>Make a report outline: cy. (1-100;</p> <p>7. Early moves toward self-sufficiency. (1-100) (11-87-89)</p>	<p>Conduct a spelling match.</p>
<p>6. Family and social life.</p> <ul style="list-style-type: none"> <li>(a) The larger the family the more hands to work for its welfare.</li> <li>(b) Work was from sunrise to sunset so there was little time or energy for formal entertainment.</li> <li>(c) Special festive occasions developed from the economic life of the people. May Day to celebrate the coming of the spring, Rent Day (St. Martin's Day) after the harvest was</li> </ul>	<p>1, 2 5, 6 7, 8, 9</p>	<p>8. Write and produce a radio script based on the dramatization of incidents in early pioneer life.</p> <p>9. Make a report outline on: Family and social life. (1-96-98) (11-77-82; 87-92)</p>	<p>Discuss and write a class paragraph to support the generalization that life before the time of modern conveniences was not necessarily unhappy.</p>

gathered in, Sugaring-off (borrowed from the Indians). Dancing and drinking were both common.

(d) Education, then as now, arose out of the needs of the people. A boys' school was started by Laval, chiefly for training for the priesthood; also a trade school where boys could learn such trades as those of carpenter, blacksmith, etc.

(e) Religion played a very important part in daily life. It was responsible for education. Laval divided New France into parishes. The parish priests supplied a form of local government. Missionaries were brought to Canada to christianize the Indians.

### III THE COMING OF THE ENGLISH

1. Scottish and English traders came to Quebec and Montreal after the fall of New France.
2. Settlement in the eastern townships of Quebec.
3. The restlessness of the rapidly growing English population to the south caused the English government to recognize the French nature of Canada in the Quebec Act.

10. Make a pictorial display of different modes of transportation in pioneer days.  
(1—47, 93, 210, 234) (11—87, 91, 114)
11. Make a time line of the French period of Canadian history.

Have each member of the class write a paragraph on a topic which will require selection of material from several sections of the unit.  
e.g. Contributions of the Fur Traders to the Opening up Canada.  
The Progress of Transportation.  
Why the Immigrants Came.

12. Continue to make report outlines of the phases of settlement during the English period. Use these as a guide for your notebook record.



CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED EVALUATION PROCEDURES
<p>4. The United Empire Loyalists and how their coming affected Canada.  (a) The Maritime Provinces.  (b) The eastern townships of Ontario.</p> <p>5. Colonization companies and other planned settlements: Simcoe, Talbot, etc.</p> <p>6. English development of the Maritime provinces and Newfoundland.  (1—177-284) (11—175-241)  N.B.—The Irish famine and other economic factors in Europe led to some Canadian settlement.</p> <p>7. The Selkirk Settlements.</p>	<p>1, 2 3, 4 7, 8, 9</p> <p>10, 11 12</p>	<p>13. Make a time line of important events in Canadian history from the fall of New France to World War I.</p>	
<p><b>IV. THE OPENING OF THE WEST</b></p> <p>A. Problems:</p> <p>(a) Food.  (b) Law and Order.  (c) Transportation, the building of the C.P.R.  (d) Shelter—prairie homes.  (e) The development of exportable products.  (f) An immigration policy — Clifford Sifton (1896-1911).  (g) Assimilation in case of bloc settlements.</p> <p>1. Through Confederation the Dominion government took over the North-west Territories from the Hudson's Bay Co.</p>		<p>14. Draw a map to show where people of European and Asiatic origin have settled in large numbers. (Supplement this with a circle or bar graph showing comparison of numbers of these peoples, using data from the Canada Year Book.)</p>	<p>On an outline map of the Great Central Plain indicate the immigrant group in which predominates in each section.</p> <p>Prepare and give matching test of immigrant groups and the reasons for their coming.</p> <p>Discuss the advantages and disadvantages of a larger population for Canada today.</p>

- 
2. The West acquires a population.
- (a) Manitoba—people from Ontario, Mennonites, Icelanders.
  - (b) The North-west Territories — Hungarians, rainians, Americans, Scandinavians, Germans, Hutterites, Doukhobors, Chinese, Japanese.
- (I—328-350, 371-379) (II—308-337)
-

## UNIT FOUR—HOW OUR COMMUNITY AND/OR REGION WAS SETTLED

### POINT OF VIEW

This is a community study designed to avoid text or reference-book approach. The teacher will use those procedures which provide the pupil with ample scope for the development of his own initiative, and therefore freedom from too much teacher direction. The pupil should find in the community the living substance about which he has been reading in his history books. Although the pupils may have studied some parts of this unit already, they will now make a more intimate study of some aspects of community living, thereby establishing a relationship with Western Canadian history studied in Unit III. The sociological aspects of Canadian life studied here will provide the complement to the economic aspects studied in Units I and II.

In the urban centres the students can obtain source material from papers and periodicals in the public libraries and from museums. In rural areas they can approach the pioneers of the district for information. The urban students could tackle the problem through such studies as the growth of manufacturing industries, the building of churches, and schools, the coming of the railway, good highways, or the growth of various sections of the city. In any case, the community itself will determine the aspects of growth upon which emphasis is to be placed.

This study of the community could be integrated with Community Economics in schools offering this course. Where Community Economics is not offered, considerable use could be made of the materials that have been prepared for that course.

The study of the unit may very well commence with a discussion of what the pupils know about their community. After further discussion the class secretary could list on the blackboard those phases of community growth which will be interesting and profitable to investigate, and about which the children lack information. The next step will be to list possible sources of information including the names of people to whom students will go for interviews. Committees will be appointed and the chairmen chosen to carry out the investigation and organization of information. In the case of personal interviews a committee of two or sometimes one will be sufficient. Here, a short discussion period may be devoted to drawing up a plan for an interview and a number of questions which will be helpful in eliciting the desired information. The technique for approaching a person whom one wishes to interview should also receive some attention. With this preparation, students should know what information they are seeking and how best to obtain it.

## REFERENCES

### a. *Primary Reference*

Newspapers, reference libraries, museums, personal interviews.

### b. *Secondary References*

**Community Economics Series**

## SPECIFIC OBJECTIVES

### Understandings

The child should show that he has acquired a generalization:

1. That the facilities of the community exist to help the people to meet their needs.
2. That the citizen must regulate his actions according to the customs of his community.
3. That a community is constantly changing.
4. That this changing community provides opportunities for the individual in economic, social, and political fields.
5. That every community is interdependent with other communities.

### Skills, Abilities, Habits

The child should show that he has acquired:

6. Skill in using committee procedures.
7. The habit of looking objectively at the world around him.
8. The habit of keeping in contact with the life of his community through intelligent reading of the newspaper.
9. Skill in asking questions so as to obtain the information he wants.

### Attitudes

The child should show that he has acquired an attitude:

10. Of intelligent loyalty to the various community groups of which he is a member.
11. Of willingness to participate in a wide variety of desirable community activities.

**SUGGESTED TIME**—Three weeks.

### Language Integration

WORDS AND IDEAS:

Chapter XI: Habits in Speaking and Writing

" XII: Verbs

(See page 48)

## UNIT IV

### CONTENT

#### OUR COMMUNITY

- I. What do we mean by our local community? Help the pupils to define our community in its various aspects—geographical, social, economic, and political—stressing the wholeness of a community.
  - II. What is the history of our community? The ten Scope areas of Enterprise in the elementary grades supply the ten headings for a study of community history. These areas are suggestive only, their main purpose being to prevent too narrow an approach to a study of the community. The selection of significant aspects of community history will depend upon the nature of the community and the needs and interests of the class. Nor should the same amount of time necessarily be devoted to each area considered. It is conceivable that some areas will receive much greater emphasis than others.
    - (1) Getting and preparing food. (2) Providing shelter. (3) Providing clothing. (4) Transportation and communicating. (5) Guarding health, welfare and safety. (6) Governing and protecting. (7) Observing and conserving nature. (8) Educating for adult duties and jobs. (9) Enjoying recreation, play, and leisure. (10) Expressing ideals through religion and art.
- (See Bulletin 2, Elementary School, p. 32).

OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED EVALUATION PROCEDURES
	1. Interview an old-timer in your community to learn about early days and ways.	1. Take a field trip through your own neighborhood. Observe its physical aspects, noting good points and suggesting improvements.
	2. Go to the files of your local newspaper to gather information about the establishment of industries, schools, growth of transportation facilities, etc.	2. In single well-formed sentences show how your community fulfills the required ten areas of living.
1, 2, 3 4, 5	3. Use the reference library and newspaper files to find when the first settlers came, why, and how.	3. Through class discussion develop four or five generalizations with respect to the foundation of your community on the western prairies.
6, 7, 8	4. In a similar way investigate the coming of the railway.	4. List industries, businesses, occupations, and other activities of your community under the appropriate area of the ten areas of living.
9, 10, 11	5. Draw a map of your neighborhood showing the location of fire boxes, stores, school, churches.	
	OR	
	6. Draw a map of your community showing school, stores, elevators. (Discuss with the class beforehand the features to appear on the map.)	
	7. Report orally to your class the materials you have gathered from an interview.	
	8. Write a chronological report on the growth of your community.	



## UNIT FIVE—HOW CANADIAN COMMUNITIES DIRECT THEIR AFFAIRS DEMOCRATICALLY

### POINT OF VIEW

The ultimate aim of this unit is to study how local Canadian government functions. Although the emphasis in Grade VII must be on local government there should still be reference to the form and function of the provincial government. The student will learn that local government, the provincial government, from which the former derives its powers, and the federal government have essential similarities because of their democratic foundations, and that, indeed, the presence of the three is evidence of the democratic principles of the division of powers in the interest of good government.

**In this unit it is particularly important that the pupil have a lively understanding of the form and functions of our local government.** For this reason a definite mode of procedure which begins with the immediate interests of the Grade VII child is offered. When the pupil grasps the many implications in the analogy he will begin to understand our form of government and the place of the citizen or team-member in it. Voting for a mayor or councillor naturally has little meaning or interest for an adolescent, but by taking part in the election of a team captain he realizes that a certain task requires certain qualities, and that the act of voting is a responsibility as well as a privilege.

An effort to make the introduction of this unit authentic should bring good results. The baseball season begins in the spring. When the game is first mentioned, the teacher can be ready with the question, "You have asked for a baseball game, but are you ready to play? What must you do before you are ready to take your places on the diamond?" Questions and discussion will bring out the following needs: organization into teams, leaders or captains, equipment and means for procuring additional equipment when needed, rules, and an umpire. The pupils will then be led to suggest other situations in which similar needs arise. The discussion here should be restricted to other game situations, the home room organization, students' council, youth clubs, clubs or organizations to which the parents belong, the church, the school board, and the local government.

Out of all the similar situations suggested, it will soon appear that there is one which concerns everyone in the community—local government. As each of the needs for a satisfactory baseball game is discussed, the parallel requirements for a workable form of local government should be drawn from the pupils by questioning. When it comes to the matter of leaders or captains the discussion should bring out the official positions which form a part of civic government. The elections which constitute

some of the activities for this unit should be carried out with secret ballots, and such officers as a D.R.O. and a Poll Clerk. When the class is ready to study the work of the various departments of local government and the sources of revenue, the committee method would be suitable.

It is obvious that after the introductory periods (two or three lessons) the class would reach the end of finding value in the comparison, which should therefore be abandoned when Section I of the grid is completed. The teacher will realize that the analogy is useful because of its closeness to the pupils' interests rather than for its exactness. However, this need not cause concern as the emphasis is on the need for organization rather than on similarity of function.

In those districts where there is no local self-government, this unit would have to be handled as an abstract problem. The study should include an investigation into the reasons for the lack of local self-government.

## REFERENCES

### a. *Secondary Reference*

#### **Community Economics Series**

Government of Alberta Economic Survey Series: Dept. of Economic Affairs

### b. *Useful Books that may be in your Library*

#### **Pages from Canada's Story**

#### **Our Country and Its People**

## SPECIFIC OBJECTIVES

### **Understandings**

The child should show that he has acquired a generalization:

1. That the establishment of the authority of government is an essential part of group living.
2. That in the democratic community the council plans, speaks, and acts for the people.
3. That ultimately the representative form of government more nearly meets the needs of the people than does the autocratic form.
4. That the ultimate responsibility for good government lies with the people.

### **Skills, Abilities, Habits**

The child should show that he has acquired:

5. The habit of regarding himself as a member of organized groups to each of which he owes a responsibility.

6. Skill in conducting and taking part in democratic elections.
7. Skill in orally presenting ideas in a convincing manner.

### **Attitudes**

The child should show that he has acquired an attitude:

8. Of responsibility for the success of any committee work in which he participates.
9. Of consideration for minority groups among his associates.
10. Of pride in our democratic institutions and respect for them.

**SUGGESTED TIME**—Four weeks.

### **Language Integration**

WORDS AND IDEAS:

Chapter XVIII: Group Discussion

" XIII: Pronouns

(See page 50)

# UNIT V.

## CONTENT

N.B. The content of this unit is accompanied by a suggested method of presentation involving a comparison. Although the teacher may substitute any other student experience involving a similar organization, the analogy, set forth in parentheses, would remain the same.

### 1. EXAMINING THE ORGANIZATION OF A SOFTBALL TEAM WITH A VIEW TO COMPARING IT WITH LOCAL SELF-GOVERNMENT.

1. Individuals who are interested in playing softball constitute an unorganized group. (The community without government.)

2. They recognize their common needs; specially prepared ground, adequate equipment, effective organization of a team. (Protection, security, road building, education, effective organization).

3. They satisfy their needs by:

(a) Emergence of a leader who is then chosen as captain. (Mayor or reeve and **councillors**.)

N.B. The community being too large chooses representatives to act for it.)

1, 3

4

5

10

## OBJECTIVES

## SUGGESTED ACTIVITIES

1. Compare through discussion the organization of a softball team with that of local self-government.

## SUGGESTED EVALUATION PROCEDURES

The teacher may use some quick checking method throughout this unit to evaluate the participation of individual students. In the same way attitudes may be noted as desirable or otherwise. Pupils might be led to suggest during the concluding discussion that a Good Citizenship Roll be kept in the school. It would be well to remember that the duties of the student citizen, as well as of the adult, should be expressed positively.

- |  |  |  |  |
|--|--|--|--|
| <p>(b) The appointment of officials by the <b>team</b>: coach, scorekeeper, bat boy; grounds, equipment, and finance committees. (Heads of departments, standing committees such as finance, parks and playgrounds, etc.</p> <p>(c) The selection of an arbiter to interpret laws, the umpire. (Magistrates and J.P.'s).</p> <p>(d) Building a body of laws: rules of good sportsmanship, the book of rules, modifications and special regulations to suit local needs. (Common law, Municipalities Act, by-laws made by the council.)</p> |  |  |  |
|--|--|--|--|

## II. THE DEVELOPMENT OF OUR LOCAL GOVERNMENT:

1. Local improvement districts with authority exercised by the Territorial Government (later the Provincial Government) making possible the levying and collection of taxes for local needs, e.g. road-building, education, etc.
2. The growth of various types of communities in the province (with authority derived from the provincial government) result in governmental organizations suited to their particular needs: city, town, village, municipal district.  
(1—161, 162)



CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED EVALUATION PROCEDURES
<p>III. 'HOW OUR LOCAL GOVERNMENT WORKS:</p> <p>1. The council meeting:</p> <p>(a) Who are the members of our local council?</p> <p>(b) How do they conduct their business at the meeting?</p> <p>(c) What is the nature of the items of business?</p> <p>(d) How is a regular agenda properly prepared?</p> <p>2. How the decisions of the council are carried out:</p> <p>(a) The division of work into departments headed by committees of the council. (b) The appointment of permanent department heads who are responsible for hiring the civic employees. (c) The duties of the departments: health, police.</p> <p>3. How the community finances its affairs:</p> <p>Fire, public works, recreation, parks, transportation, waterworks, tax assessment.</p> <p>(a) The budget and how it is prepared. (b) Sources of revenue. (c) Special finances for large undertakings (debentures).</p> <p>4. How the community chooses its representatives: the municipal elections: (a) Nominating the candidates. (b) The voters' list. (c) The secret ballot —P.R. and non-transferable vote. (d) Officers</p>	<p>2, 3, 4</p> <p>5, 6</p> <p>7</p> <p>8, 9</p> <p>10</p>	<p>2. Visit a meeting of the municipal council.</p> <p>3. Prepare an agenda for a home room meeting. Conduct the meeting according to this agenda.</p> <p>4. Write the minutes for this meeting.</p>	<p>Examine one or two current problems of your own municipality or neighborhood. What are the signs of good citizenship in the attitudes and opinions of the general public, the press? e.g. The need for playgrounds and equipment; road work; additions to school facilities; etc.</p> <p>5. Prepare and give an election matching test concerning speech.</p>

connected with elections and their duties. (e)  
Voting procedure.  
(1—161-171)

5. How does the School Board function:

(a) Who are the members of your local school board and how are they chosen? (b) What is the nature of the items with which their meetings are concerned? (c) What regulations govern the Board's activities? (d) How are expenses met?  
(1—151-160)

6. The duties and responsibilities of the citizen.

6. Conduct an election:

(a) For a team captain using the non-transferable ballot.  
(b) For a class executive using the proportional representation system of voting.

7. Discuss the duties of citizenship.

the work of the various departments of municipal government.

## UNIT SIX—HOW CANADIAN CULTURE HAS BEEN ENRICHED FROM MANY SOURCES

### POINT OF VIEW

The emphasis in this unit is to be on the cultural contributions of Canadians of various historical backgrounds. The term "melting pot" has become obsolete since it is obvious to us today that the peoples with different historical backgrounds have retained some of their culture in this new land. The geographical divisions and vast distances tend to preserve the segmented culture of Canada. It would be desirable to show, from examples to be found in the classroom or community, the variety that exists in Canadian culture. The ways of everyday life are as important a part of a people's culture as are the finer things of life such as art, music, literature, and drama. One characteristic feature of cultural life to which immigrants cling in the new country is their religion. Some attempt should be made to develop the understanding that all ethnic groups are searching in their own ways for beauty and ideals to live by, and, further, that much of their art is related to their religious life.

Pupils also need to understand that Canadian culture or way of life has its own distinctive pattern. Immigrants have become assimilated and in making contributions to our culture are expressing themselves as Canadians. A period or two should be devoted to the collection of data which will reveal to the class the extent and importance of Canada's cultural development—radio work, music, painting, literature, architecture, churches, universities—before going on to study some of the countries whence immigrants came.

This unit might be introduced by reviewing with the class the major immigrant groups which make up Canada's present population. (See Unit III. The Canada Year Book gives the actual percentage distribution of peoples of different historical backgrounds. This may be a good time to make a pictorial, bar, or circle graph using this data.) Subsequent class discussion would be concerned with the historical backgrounds of the people in the local community. From the picture presented by Canada as a whole, and from the major groups in the local community the class should now choose about four groups whose contributions to life in Canada and whose homelands they would like to study further.

Committees can now be appointed to go to the reference library to find out about Canadian artists, musicians, and writers who belong to each of the groups the class has decided to study. It is very important here to make use of the historical backgrounds of members of the class for contributions in folkways and the domestic arts. Other committees of pupils would

investigate the homelands of the groups chosen. The headings for specific research would be determined through class discussion. They should include such topics as geography, occupations, government, and history of the country so that the information gathered would help to bring out the reasons for emigration to Canada, and for Canada's welcome to immigrants.

## REFERENCES

### a. *Primary References*

World Geography for Canadian Schools  
The Great Adventure OR The Story of Canada  
The Story of the Prairie Provinces

### b. *Secondary References*

Europe and Asia  
The Story of Nova Scotia  
The Story of Newfoundland  
The Story of Ontario

### c. *Useful Books that may be in your Library*

Our Country and Its People  
Pages from Canada's Story

### d. *Atlases*

Classroom Atlas  
Canadian School Atlas  
Modern Canadian Atlas of the World  
Steps in Map Reading

## NOTE CONCERNING REFERENCES

In the grid, page references are given for a primary reference source:

### 1. **Europe and Asia**

E.g. I—54-79

## SPECIFIC OBJECTIVES

### Understandings

The child should show that he has acquired a generalization:

1. That Canadians are of many historical origins.
2. That each ethnic group of Canadians has contributed something of value to the life of Canada.
3. That Canada is an example of how people of different historical origins can cooperate for the common good.

### Skills, Abilities, Habits

The child should show that he has acquired:

4. The ability to cooperate with others in common tasks.
5. Skill in distinguishing fact from opinion regarding people of different national origins.
6. Skill in creative work that is characteristic of that child's own historical background.

**Attitudes:**

The child should show that he has acquired an attitude:

7. Of recognizing his fellow countrymen as Canadians rather than as members of different historical groups.
8. Of interest in the accomplishments of people of historical origins other than his own.
9. Of respect for the individual, regardless of color or creed.
10. Of appreciation of the finer things of life such as art, music, drama, literature, and religion.

**SUGGESTED TIME**—Six weeks.

**Language Integration**

WORDS AND IDEAS:

Chapter XIV: Adjectives and Adverbs

" XVI: Speaking and Writing

" XVII: Reading and Listening

(See page 52)



## SUGGESTED ACTIVITIES

## SUGGESTED EVALUATION PROCEDURES

1. On an outline map of Eurasia show the surface features of the countries from which Canadians have come.

2. As each group is studied some or all of the following activities will be suitable:

- (a) Learn and dance a folk dance.
- (b) Listen to recordings of musical contributions.

(c) Collect and mount colored pictures of clothing, implements, instruments. (Stress fittingness of customs to the people.)

(d) Bring to school articles illustrative of the customs of the people studied.

(e) Prepare and give an oral report on how the customs of the people studied are similar to and different from our own.

Prepare and give a test which will show whether the pupil has acquired an attitude of tolerance towards fellow - countrymen who do not share his own historical background.

Prepare and give a test in which the pupil distinguishes between fact and opinion.

On an outline map of Eurasia match names with numbers.

## 1.2.3

- 4, 5, 6

(1-54-79)

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES	SUGGESTED EVALUATION PROCEDURES
<p><b>2. GERMANY AND CANADA</b></p> <p>(c) Contributions of German-Canadians in music, art, etc.</p> <p>(b) Review the coming of the German immigrants.</p> <p>(c) Geography of Germany, with some attention paid to the specific areas from which the German-Canadians came. (1-80-102)</p> <p>In a similar way the class may inquire into the contributions and geographical background of Canadians from: The Netherlands and Belgium (market gardening); Scandinavia (physical education, dance, literature, music); an Oriental country; and/or other countries.</p>	<p>7, 8</p> <p>9, 10</p>	<p>(f) Draw a map of the country being studied showing the regions from which Canadians have come.</p>	<p>Use the information you have acquired about any group of Canadian immigrants to write a paragraph entitled: A Child Immigrant Looks at Canada.</p>

## SUMMARY OF REFERENCES

### a. Primary References

*Canada and Her Neighbours*; Taylor, Seiveright, and Lloyd;  
Ginn and Co.

*The Great Adventure*, Dickie; Dent.

or

*The Story of Canada*, Brown, Harman, Jeanneret; Copp Clark.

### b. Secondary References

*We Are Canadian Citizens*, Goldring; Dent.

*Europe and Asia*, Barrows and Parker; Silver Burdett.

*World Geography for Canadian Schools*, Denton and Lord;  
Dent.

*Canada 1951*.

*Alberta*, Dickie; Dent.

*Canadians at Work*, Hallman; Longmans, Green, and Co.

*Our Land and Our Living*, Reid and Hamilton; Dent.

*The Story of Nova Scotia*, Blakely; Dent.

*The Story of Newfoundland*, Briffett; Dent.

*The Story of Ontario*, Scott; Dent.

*Steps in Map Reading*, Anderzhon; W. J. Gage and Co.

*Provincial Government Bulletins on Industries*, Dept of  
Economic Affairs.

*Energy for Breakfast*, Raymond Sugar Factory.

### c. Useful Books that may be in your Library

*The Story of the Prairie Provinces*, Scott; Dent.

*The Story of Our Canadian Northland*, Scott; Dent.

*Our Country and Its People*, McDougall and Paterson.

*Picture Gallery of Canadian History*, Volume I, Jeffreys.

*The Pageant of Canadian History*, Peck.

*Pages from Canada's Story*, Dickie and Palk.

*The Province of Quebec Through Four Centuries*, Woodley.

*Romance of British Columbia*, Anstey.

*Romance of Canada*, Burt.

*Romance of the Prairie Provinces*, Seary.

*Romance of Ontario*, Middleton.

*Romance of the Prairie Provinces*, Burt.

### d. Atlases

*Classroom Atlas*, Rand McNally.

*Canadian School Atlas*, Dent.

*Modern Canadian Atlas of the World*, Ryerson Press (inexpensive paper bound atlas).

e. Periodicals

*World Affairs.*

*Junior Scholastic.*

f. Language References

*Words and Ideas*, Baker, W. J. Gage and Co. (Primary Reference).

*Pupil's Own Vocabulary Speller*,

or

*My Spelling*, Book VII,

or

*Quance Speller*, Grade VII. *Quance, Gage.*

*Reading for Meaning*, Book VII.

g. Teacher's References

*Measuring and Guiding Individual Growth*, Wood and Haefner.

*Education for Social Competence*, Quillen and Hanna; Scott Foresman and Co.

*Teacher's Manual to accompany the Story of Canada.*

*Democratic Government in Canada*, Dawson.

*On Being Canadian*, Massey.

*Living in Our Communities*, Krug and Quillen.

---

## FILMS AND FILMSTRIPS FOR USE IN GRADE VII SOCIAL STUDIES

The films and filmstrips below may be obtained on loan from the Audio-Visual Aids Branch, Department of Education, Edmonton. Requisitions must be made in accordance with the regulations and conditions of service of the Branch. See the Film and Filmstrip Catalogues for a complete list of titles available.

### UNIT I—EXTRACTIVE INDUSTRIES

#### Films

Apple Valley (Okanagan) .....	T-528
Beet and Cane Sugar .....	Q-11
Canada's Maple Industry .....	Q-88
Cattle Country .....	T-261
Eggs .....	T-460

Fur Country .....	T-237
Fur Trade .....	T-412
Irrigation Farming .....	T-290
Land For Pioneers (Mineral Wealth) .....	T-20
Land of Sky Blue Waters .....	T-529
Maple Sugar Time .....	T-410
Mile Below the Wheat (Oil) .....	T-621
Our Oil Resources .....	T-505
Petroleum .....	T-299
Petroleum and its Products .....	T-40
Red Runs the Fraser .....	T-570
Salt from the Earth (N.S.) .....	T-337
Story of Coal .....	T-308
Story of Oil .....	T-263
Story of Wheat .....	T-309
Sugar Beets in Southern Alberta .....	Q-197
Trappers of the Sea (Lobster) .....	T-230
Trees that Reach the Sky .....	T-160
Toilers of the Grand Banks .....	Q-70
Wheat Farmer .....	T-173

### Filmstrips

Coal .....	P-635
Elementary Geography: Meat .....	P-989
Elementary Geography: Wheat .....	P-990
Fisheries of Canada .....	P-1129
How We Get Our Oil .....	P-1292
Story of Fur .....	P-514
Story of West Coast Lumber .....	P-1357
Story of Wheat .....	P-912
Sweet Sap .....	P-820
Timber from Forest to Home .....	P-1001
Wheat from Seed to Flour .....	P-663
When Fur Was King .....	P-414
Wood from Forest to House .....	P-1114

## UNIT II—SECONDARY INDUSTRIES

### Films

Behind the Headlines (Newspaper Industry) .....	T-239
Canadian Wheat Story .....	T-260
Industries of Alberta .....	Q-295
Making Bricks for Houses .....	T-489
Making Glass for Houses .....	T-503



Making Shoes .....	T-302
Meat on the Move .....	T-566
Mining and Smelting of Copper .....	Q-125
Paper .....	T-289
River of Canada (St. Lawrence) .....	T-123
Story of Steel .....	T-311
Waterways of Canada .....	Q-75

### Filmstrips

Glass—Miracle from Sand .....	P-649
Great Lakes Shipping .....	P-587
Loaf of Bread .....	P-1136
Making Bricks for Houses .....	P-1230
Making Glass for Houses .....	P-1229
Oil in the Modern World .....	P-1237
Paper in the Making .....	P-664
Story of Rayon .....	P-654
Trip Through a Modern Leather Plant .....	P-652
We Visit a Meat Packing Plant .....	P-229

## UNIT III—CANADIAN HISTORY

### Films

Champlain .....	Q-207
From Cartier to Confederation .....	T-536
Men of Lunenburg .....	T-644
Newfoundland, Sentinel of the Atlantic .....	T-228
Peoples of Canada .....	T-50
People of the Potlatch .....	T-236
Portage (Fur Traders and Voyageurs) .....	T-24
Rural Quebec Folkways .....	Q-140
St. John Valley .....	T-660

### Filmstrips

Canada Stamp by Stamp .....	P-800
Canadian People .....	P-588
Life in Pioneer Days .....	P-571
Newfoundland .....	P-1235
Our History: Exploration and Discovery .....	P-1335
Our History: The Settlement of Canada .....	P-1336
Our History: Political Development .....	P-1337
Romance of the Alaska Highway .....	P-572
Story of the Red River Settlement .....	P-413
When Fur Was King .....	P-414

## UNIT IV—COMMUNITY STUDY

### Films

Maintain the Right (R.C.M.P.) .....	T-256
Near Home (Community Study) .....	T-467
Plan for Rural Schools (Wheatland School Division) .....	T-374
Playground Safety .....	T-456
School Bus Operation .....	T-468
Sewage Disposal .....	Q-213

### Filmstrips

Our Government: Municipal Government 1, Elections .....	P-1341
Our Government: Municipal Government 2, Functions .....	P-1342
Parish Church (double frame) .....	P-1305
Railroads and Our Mail .....	P-1321

## UNIT V—LOCAL GOVERNMENT

### Films

Ballot Boxes .....	T-262
Democracy .....	T-220
Discussion in Democracy .....	T-654
Local Government (Local Council—England) .....	T-252
Maintain the Right (R.C.M.P.) .....	T-256
Property Taxation .....	T-214

### Filmstrips

Local Government in an English Country Town .....	P-771
---	-------

## UNIT VI—CANADIAN CULTURE AND THE HOMELANDS OF IMMIGRANTS

### Films

Alexis Tremblay, Habitant .....	T-340
Bronco Busters (Calgary Stampede) .....	T-413
Craftsman at Work (in N.S.) .....	T-636
Holiday at School (Banff School of Fine Arts) .....	T-444
Iceland on the Prairies .....	T-170
Loon's Necklace (Indian Lore) .....	T-616
Peoples of Canada .....	T-50
Portage .....	T-24
Russia .....	Q-141
Russia—Agriculture .....	Q-294
Ukrainian Winter Holiday .....	T-44

**Note:** Films and filmstrips on homelands of people who have come into Canada may be chosen from the first part of the section on Social Studies in the Classified List of Films or the Classified List of Filmstrips (Part One of the respective catalogues).





H 69 A312 1951 GR-7-9 C-2  
JUNIOR HIGH SCHOOL CURRICULUM  
GUIDE FOR SOCIAL STUDIES  
LANGUAGE -- /TENTATIVE ED --  
39835424 CURR HIST



\*000022665574\*



OCT 21 1987

[illegible]

## CURRICULUM GUIDE

## For Reference

**NOT TO BE TAKEN FROM THIS ROOM**

*[Faint handwritten notes at the bottom of the page]*

---

EDMONTON  
PRINTED BY A. SHNITKA, KING'S PRINTER FOR ALBERTA  
1951

---